

Personnel File Review

Employee files are maintained by the Human Resources Department and are considered confidential. Personnel files are to be reviewed only in the Human Resources Department in the presence of a Beaufort County School District Human Resources employee.

Personnel files and documents contained therein are not to be taken out of the Human Resources Department.

Requests from employees to review their personnel file must be made in advance. Upon completing the required request form below, an employee is granted access to any information placed in the personnel file, except for reference checks. Copies of personnel documents will be provided on a per copy basis at the employee's expense.

By completing the form below, you acknowledge that you have viewed your personnel file in the presence of a Human Resources employee.

Amanda Owen
Employee Signature

amanda owen
Print Name

3:42 pm
12/13/18
Time and Date

[Signature]
HR Employee Signature

3:42
12/13/18
Time and Date

Amanda
Dear Principal,

August 15, 2012

In 2012, the State Department of Education changed the monitoring system for principal evaluations. Formerly, a district submitted an assurance form that at least 1/3 of its principals are evaluated successfully annually. As you know, Beaufort County School District's administrative rule requires evaluations of principals annually. As well, the Board of Education has a policy performance goal that stipulates annual evaluations.

The State Department of Education has changed from an assurance form to a

Principal Evaluation Tool,

with a three level scale instead of a five-level scale. Therefore, the 2011-12 planning document that we used in fall 2011 is being revised in our summative review this month. Both documents are provided for your files.

Thanks for all you do to help children learn and lead your school toward excellence.

Sincerely,

Valerie

Valerie Truesdale

PRINCIPAL EVALUATION TOOL

2011-2012 SCHOOL YEAR

Principal: Amanda O'Nan

Evaluator/Superintendent: Jackie Rosswurm / Valerie Truesdale

Completion Date: September 11, 2012

Submitted Date:

Please answer the following questions:

	YES	NO
Principal received an orientation to the Program for Assisting, Developing, and Evaluating Performance, standards and criteria, and regulations governing the principal evaluation process.	X	
Evaluator met with the principal to discuss the evaluation instrument(s) and procedures. (by September 15 or within one month of hire date).	X	
Evaluator clarified questions concerning criteria and standards.	X	
Evaluator informed principals of district expectations and requirements for data collection.	X	

Orientation Conference: August 2011

Mid Term Conference:

End of Year Conference: September 11, 2012

Evaluator reviewed with the principal, the completed Principal Evaluation instrument(s).	X	
Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.	X	
Principal received a copy of the completed evaluation instrument(s).	X	

Academic Achievement Dashboard 2011-2012

Hilton Head Island High School

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

7. Establish and communicate clear expectations for benchmarked transitions to all stakeholders.

f) Tenth grade HSAP assessment based on ELA and Mathematics

Measure - Passing both sections on the first attempt

III. Ensure that testing takes place with reliability protocols

c) Establish standard comparison (between the students in Beaufort County and the performance of students at the state and national level

Measure - HSAP- first time takers will meet or exceed the state average for successfully passing two tests

Results Policy Performance Goal 17

The percent of students meeting the state standard on the High School Assessment Program Test (HSAP) will meet the state's average by the year 2010 and exceed it by six percent in the year 2012.

HSAP % Passing 1st Time	State	Met Goal
ELA	89.1	yes
Math	83.8	yes
Both*	82.3	yes
Objectives met =		3

*preliminary district data

LHSAP % Passing	State	Met Goal
2012		
Objectives met =		0
District		

HSAP % Passing 1st Time	Goal	Met Goal
ELA	89.1	yes
Math	83.8	yes
Both*	82.3	yes
Objectives met =		3

57.1

LHSAP % Passing	Goal	Met Goal
2012	94.3	no
Objectives met =		0

Total HSAP Objectives Met =	6	of 8
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Results Policy Performance Goal 18

The percent of students meeting the state standard on the End of Course Test on English I, Algebra I, Biology I, and U. S. History will meet the state's average by the year 2010 and exceed it by six percent in the year 2012. EOC goals - Increase percentages passing to 72.4 % or higher.

End of Course	% Passing	State	Met Goal
Algebra I	84.0		yes
Biology	81.5		yes
English I	86.4		yes
U. S. History	61.1		yes
Objectives met =			4

Preliminary Data

End of Course	% Passing	Goal	Met Goal
Algebra I	84.0	72.4	yes
Biology	81.5	72.4	yes
English I	86.4	72.4	yes
U. S. History	61.1	72.4	no
Objectives met =			3

Total EOC Objectives Met = 7 of 8

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

III. Ensure that testing takes place with reliability protocols

c) Establish standard comparison between the students in Beaufort County and the performance of students at the state and national level

Measures: ACT- students will score at or above the state composite average ACT performance.

SAT- students will score at or above the state composite average SAT performance

Results Policy Performance Goals 19 - 20

Goal 19: The percent of students meeting the state average on the ACT will meet the state's average by the year 2010 and reach the national average by the year 2012.

Goal 20: The percent of students meeting the state average on the SAT will meet the state's average by the year 2010 and reach the national average by the year 2012.

ACT Composite	State	National	Met Goal
22.2	20.2	21.1	yes
Objectives met =			1

SAT Composite	State	National	Met Goal
	1431	1498	no
Objectives met =			0

Total ACT & SAT Objectives Met = 1 of 2

Reading

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task D

1. Increase the student graduation rate by 1% each year. District graduation rate goals - increase the percentage for report card to 80% and increase the 9th gr. success rate for students passing Algebra 1 and English 1 by the end of ninth grade. Decrease drop-out rate, and retrieve dropouts.

Graduation Rate	2011	2012	Met Goal
	73.7	81.7	yes
Objectives met =			1

Preliminary Data

Graduation Rate	District	Goal	Met Goal
81.7		80.0%	yes
Objectives met =			1

9th GR	2011	2012	Met Goal
	86.8	86.5	no
Objectives met =			0

260 out of 311 first time 9th graders

Total Grad Rate Objectives Met =	2	of 3
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.3. Task A

1. Appropriately challenge students who are meeting or exceeding state standards.

Measure: Students participation in GT, Honors, or Advanced Classes, AP and IB. Goals are to increase participation by 5% and passing rate will increase 5%.

AP Tests Taken	2011	2012	Met Expectation
	418	390	no
Objectives met =			0

Preliminary Data

AP % Passing	2011	2012	Met Expectation
	44.2	46.9	yes
Objectives met =			1

IB Tests Taken	2011	2012	Met Expectation
	202		no
Objectives met =			0

IB % Passing	2011	2012	Met Expectation
	59.4		no
Objectives met =			0

Total AP and IB Objectives Met =	1	of 4
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Substantially Exceeds Expectations = 21-25 objectives met
Exceeds Expectations = 16 - 20 objectives met
Meets Expectations = 13 - 15 objectives met
Needs Improvement = 0 - 12 objectives met

Met AYP	yes
Palmetto Gold	yes
Palmetto Silver	
Closed Achievement GAP	yes
Objectives Met =	3

Total Objectives Met =	20	of 25
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Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. • Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. • Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision. • Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. • Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Seeks and allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements• Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.• Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Often seeks, and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to most local, state, and federal requirements.• Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .• Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely seeks and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.• Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.• Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.• Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff..• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation for all people.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation in most circumstances.• Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Inconsistently models respect, understanding, sensitivity, and appreciation for all people.• Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others.• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Communicates effectively with stakeholders to support school and district goals.• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others with few exceptions.• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Typically communicates effectively with stakeholders to support school and district goals.• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently demonstrates respect for others.• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Usually does not communicate effectively with stakeholders to support school and district goals.• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Assignment - don't doubt yourself. You are the queen. Trust yourself!

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an appropriate plan for professional development consistent with school and district goals.• Establishes and maintains a professional network with other administrators.• Complies with district and state professional development requirements.• Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements a plan for professional development.• Establishes and maintains a limited professional network with other administrators.• Complies with district and state professional development requirements.• Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an inappropriate plan for professional development.• Does not establish or maintain a professional network with other administrators.• Complies with district and state professional development requirements some of the time.• Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Specify area of Amanda's
interest for personal professional
growth.

Principal Summative Evaluation Form 2011-12

Principal's Name: Amanda O'Nan School Year: 2011-12

School: Hilton Head Island High District: Beaufort County School District

PERFORMANCE STANDARD		RATING PROFILE	
	EXEMPLARY	PROFICIENT	IMPROVEMENT NEEDED
1. Vision	✓	<i>Palmetto's Forest!</i>	
2. Instructional Leadership	✓		
3. Effective Management	✓		
4. Climate	✓		
5. School/Community Relations	✓		
6. Ethical Behavior		✓	
7. Interpersonal Skills		✓	
8. Staff Development	✓		
9. Principal's Professional Development		✓	
OVERALL RATING		✓	

Signature of Principal _____ Date _____

J. Guesdall 9/10/12
Signature of Evaluator _____ Date _____

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Pre-Planning Goals 2012-13

Name of Principal: Amanda O'Nan

Commendations for 2011-12 and/or Recommendations for 2012-13:

Amanda is commended for leading her school to become a Palmetto's finest award winning school. Steady progress has resulted in exemplary performance on instructional, behavioral and climate measures. Keep up the outstanding contributions! We are very proud of your goal attainment.

Signature of Principal

Date

A. Querdall

Signature of Evaluator

9/10/12

Date

2009 - 2012 PASS: % of Students Scoring Met and Above

	2009				2010				2011				2012			
	BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE	
Grade 3	Writing	64.8	68.9	-4.1	65.5	71	-5.5		78.1	80	-1.9		79.8	80.3	-0.5	
	ELA	73.4	78.0	-4.6	77.3	80.7	-3.4		69.1	70.4	-1.3		71.8	72.6	-0.8	
	Math	59.8	67.1	-7.3	64.4	70	-5.6		58.2	60.8	-2.6		59.2	60.7	-1.5	
	Science	58.6	61.6	-3	48.4	55.7	-7.3		72.2	76.6	-4.4		70.3	74.6	-4.3	
	Social Studies	63.0	74.4	-11.4	61.3	73.2	-11.9									
Grade 4	Writing	66.5	70.1	-3.6	69.1	72.3	-3.2		77.6	78	-0.4		77.7	78.2	-0.5	
	ELA	71.9	75.6	-3.7	75.6	76.5	-0.9		82.5	79.4	3.1		79.5	78.4	1.1	
	Math	76.5	76.8	-0.3	77.9	76.7	1.2		69.1	70.9	-1.8		72.5	73.8	-1.3	
	Science	68.0	68.7	-0.7	66.7	69.3	-2.6		77	77.1	-0.1		79.9	80.9	-1	
	Social Studies	78.4	79.8	-1.4	73.7	76.2	-2.5									
Grade 5	Writing	74.1	73.2	0.9	73.1	74.5	-1.4		77.5	77.7	-0.2		71.7	73.5	-1.8	
	ELA	80.3	80.0	0.3	77.9	78.1	-0.2		79.8	78.3	1.5		75.6	76.5	-0.9	
	Math	71.6	73.5	-1.9	71.6	71.3	0.3		77.6	75.3	2.3		76.4	76.1	0.3	
	Science	67.5	68.3	-0.8	63.6	66	-2.4		64.8	64.9	-0.1		68.7	71.7	-3	
	Social Studies	64.9	70.0	-5.1	66.3	66.1	0.2		69.9	70.4	-0.5		70.8	69.9	0.9	
Grade 6	Writing	69.6	70.3	-0.7	71.1	71.9	-0.8		71.3	70.2	1.1		69.2	69.7	-0.5	
	ELA	69.4	71.7	-2.3	70.8	72.2	-1.4		73.3	72.5	0.8		72.6	73.6	-1	
	Math	65.9	70.3	-4.4	69.2	70.3	-1.1		63.3	64.9	-1.6		61.6	66.1	-4.5	
	Science	58.2	64.0	-5.8	55.9	60.9	-5		75.7	77.6	-1.9		76.4	77.8	-1.4	
	Social Studies	80.9	79.6	1.3	79.3	79.4	-0.1									
Grade 7	Writing	71.7	70.1	1.6	69.5	69.7	-0.2		70.5	68.4	2.1		71.1	71.4	-0.3	
	ELA	68.8	68.7	0.1	70.2	69.2	1		73.1	69.7	3.4		72	71.6	0.4	
	Math	68.6	69.4	-0.8	67.5	67	0.5		70	71.7	-1.7		71.7	74.8	-3.1	
	Science	69.0	71.1	-2.1	75.9	73.4	2.5		63	63.4	-0.4		67.1	68.7	-1.6	
	Social Studies	61.8	60.2	1.6	64	62	2									
Grade 8	Writing	66.4	68.2	-1.8	73.7	71.9	1.8		68.5	67.8	0.7		71.4	74.1	-2.7	
	ELA	65.7	67.5	-1.8	64.6	63.7	0.9		70.7	67.8	2.9		70.2	69.8	0.4	
	Math	61.4	62.7	-1.3	63.7	63.4	0.3		70.8	69.5	1.3		66.8	68.6	-1.8	
	Science	63.6	62.3	1.3	66.8	67.7	-0.9		73.7	70.1	3.6		76.8	75.4	1.4	
	Social Studies	66.9	69.6	-2.7	69.8	68.8	1		70	71.9	-1.9		61.8	71.4	-9.6	

ESSENTIAL AGREEMENTS

Our goal as a Leadership Team, comprised of school principals and district leaders, is to create a common vision, articulated by a common language, accomplished through common goals, based on common sense.

We embrace these *Essential Agreements* and pledge to:

Make all decisions in the best interest of students

Insist on high expectations for all

Be as transparent as possible

Treat all with respect and dignity

Provide and promote safe and secure learning environments

Consciously work to build and sustain trust

Involve others in decision-making process

Build parent and community involvement in schools and district

Support initiatives with resources to guarantee a viable curriculum

Ensure vertical and horizontal communication

Use data to inform and drive decisions

Provide high-quality, relevant, sustained professional development based on best practices

Address poor performance in employees, and

Raise the bar collaboratively.

Developed by the Leadership Team, comprised of principals, senior staff, directors and coordinators, of Beaufort County School District, July 2008; affirmed December 2008, July 2009, July 2010 and March 2012, with slight edits. BCSD leaders agree to practice and uphold these Essential Agreements during the 2011-12 school year and to re-visit the Agreements in August 2012.

Professional Development (GBE) Goals for O’Nan

2012-2013

Goal: To monitor classroom instruction on a daily basis in order to improve student achievement with an overall rating of excellent on absolute and improvement rating, and meeting AYP.

Strategies:

- Develop a classroom monitoring schedule so all teachers are visited minimally once each day by a HHIHS administrator.
- Discuss classroom visits in every weekly leadership meeting.
- Assign classroom teacher issues/concerns for further remediation to the instructional coach, content level administrator, or district consultant.
- Plan Staff Development based on needs cited from classroom visits.
- Revisit issues of concern on a repeat basis, until classroom teacher success is achieved.

Goal: Plan quality monthly staff development.

Strategies:

- Determine staff needs that directly influence student achievement from results of classroom visits.
- Meet with department heads to receive input concerning staff development needs.
- Determine whether book studies, Professional Learning Communities, or teacher-topic-specific staff development is appropriate.
- Evaluate the PD experiences monthly to determine on-going training.

Goals: To increase the number of students taking ACT and SAT.

To increase score performance of students taking ACT and SAT.

Strategies:

- Offer ACT/SAT prep classes and/or opportunities for test preparation for all students eligible for testing.
 - SAT (Math tutoring on Tues at Barnes and Noble) 12 present last week
 - SAT (English tutoring on Wednesday at Barnes and Noble) 11 present last week
 - ABC Saturday Study Hours (Sept 22)
 - Text Prep program

**Hilton Head Island High School
PROFESSIONAL DEVELOPMENT PLAN**

Amanda O'Nan	Principal	Hilton Head Island High School
Sandra Jensen	API	Year: 2012-2013

Goal #1: Increase student achievement to exceed state and national averages on HSAP, EOC and SAT.

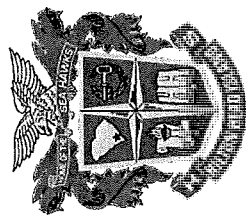
Strategies: Describe the plans of action for accomplishing this goal.

1. Establish vertical articulation teams in all areas across gateway grade levels
2. Implement curriculum mapping in each subject area
3. Analyze individual growth goals in Reading, Language, Math and Science to determine whether the student has met the goals (MAP, US Test Prep, Benchmark Testing)
4. Provide Intervention programs for each child not meeting benchmark standards.
5. Provide best practices for reading and writing in all content areas within the Professional Learning Communities.
6. ESOL (level I and II) students will receive instruction from SIOP trained teachers. (95% staff trained)
7. Ensure that technology is embedded in classrooms to provide students with the skills necessary for the 21st Century Global economy

Target Date for Goal Completion or Progress Checkpoint: May 2013

Evidence of Goal Completion or Progress:

1. Revised school renewal plan for school year 2012-2013
2. Review by leaders of Professional Learning Communities
3. Data analysis using MAP (individual goals and classroom goals)
4. GBE goals based on numeracy, literacy and technology
5. Observation schedule and feedback records
6. Month Agenda and Minutes from Professional Learning Communities
7. Best Practices shared at staff meeting by ESOL teachers
8. 5th Wednesday is scheduled for teachers offering best practices used in this classrooms



Hilton Head Island High School



SAT/ACT Scores	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011
Hilton Head Island High School	SAT - 1013 ACT - 21.0	SAT - 1005 ACT - 21.6	SAT - 1481 ACT - 22.0	SAT - 1507 ACT - 22.9	SAT - 1508 ACT - 23.2	SAT-1473 ACT-22.6 92%
South Carolina	SAT - 986 ACT - 20.9	SAT - 984 ACT - 19.6	SAT - 1461 ACT - 19.9	SAT - 1452 ACT - 19.8	SAT - 1447 ACT - 19.5	SAT-1427 ACT-20.1
United States	SAT - 1021 ACT - 21.1	SAT - 1017 ACT - 21.2	SAT - 1511 ACT - 21.1	SAT - 1509 ACT - 21.1	SAT - 1509 ACT - 21.0	SAT-1483 ACT-21.1
Composite HSAP Score	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
Hilton Head Island High School	75.4	81.8	74.4	81.0	83.4	
South Carolina	77.1	80.8	76.1	78.6	79.4	

HHHS Performance Goals and Strategies

Performance Goal #1: Increase student achievement to exceed state and national averages.

Performance Goal Area:

Student Achievement ___ Teacher/Administrator Quality ___ School Climate ___ District Priority

HHHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam scores.

To realize our goal we will work toward the following Interim Goals:

*Use data to identify specific challenges for students *Provide research-based professional development *Allocate resources to facilitate effective instruction

Indicator	Baseline (06-07)	2007-2008 Target/Results	2008-2009 Target/Results	2009-2010 Target/Results	2010-2011 Target/Results	2011-2012 Target/Results	2012-2013 Target/Results
Percentage of students who:							
HSAP							
Passed 2 subtests on first attempt (South Carolina State Average)	75.4/75.4 (77.1)	81.8/81.8 (80.8)	84/74.4 (76.4)	86/79.9 (78.6)	88/84.3 (79.4)	88/	89
Passed 1 subtest	18.4	11.2	15.5	11.2	10.5	10	
Passed no subtest	6.1	7.1	10.1	8.9	5.2	1	
HSAP Passage Rate by Spring	86.2	91.1	95.6	92.9	93.5	89	
EOC							
Algebra 1 (South Carolina State Average)	74.8 (82.8)	69.9/69.9 (78.3)	73/64 (22.8)	77/74.6 (80.2)	79/71.9 (82.1)	82/	82
English 1 (South Carolina State Average)	58.6 (64.8)	45.4/64.6 (68.4)	48/63 (31.6)	53/78.9 (73.7)	58/75.4 (72.5)	75/	76
Physical Science (South Carolina State Average)	38.1 (49.7)	45.4/45.1 (55.0)	48/54.7 (55.5)	53/71.6 (59.1)	58/56.6 (59.8)	61/	N/A
Biology (South Carolina State Average)	N/A	N/A	N/A	N/A	N/A (.68)	60/ (baseline)	62
U.S. History and Constitution (South Carolina State Average)	N/A	N/A	47.3 (42.4)	50/39.8 (46.3)	55/66.9 (49.7)	60/	62
SAT							
All EOC Tests (South Carolina State Average)	56.1 (66.8)	58/59.5 (68.0)	60/56.5 (48.0)	62/62.2 (65.6)	65/69.6 (67.0)	67/	70
Composite (South Carolina State Average)	1491 (1470)	1481 (1461)	1507 (1452)	1507 (1447)	1473 (1427)		
(US National Average)	(1511)	(1511)	(1509)	(1509)	(1483)		
Critical Reading(South Carolina State Average)	499 (488)	504 (488)	504 (486)	507 (484)	494 (482)		
(US National Average)	(502)	(502)	(501)	(501)	(497)		
Writing (South Carolina State Average)	486 (475)	488 (476)	494 (470)	492 (468)	484 (464)		
(US National Average)	(494)	(494)	(493)	(492)	(489)		
Math (South Carolina State Average)	506 (496)	489 (497)	509 (496)	508 (495)	495 (490)		
(US National Average)	(515)	(515)	(515)	(516)	(514)		

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 1.1.1						
Task A2: Establish vertical articulation teams in all areas across gateway grade levels	(Meeting Minutes) District meets monthly HHHS meets monthly HS/MS meets monthly	Ninth Grade Academy District Liaison Departments NGA/8 th Grade	none	Curriculum mapping supported by the district	ongoing	ongoing
Task A4: Implement curriculum mapping in each subject area	English and Math 08-09 Science and SS 09-10 World Languages 10-11	Curriculum Cabinet Teachers	None	District	Database of Curriculum maps	Ongoing summer revisions
Task A7a2(II): Analyze individual growth goals in Reading, Language, Math and Science to determine whether the student has met the goals	Student and class goals in fall 2010 with final analysis in spring of 2011. Administration will set goals with teacher.	Classroom/SP ED/ESOL/ teachers Administration	None		Student and class growth analysis	Fall 2010 pretested grade 9 in reading, language use and math – posttests scheduled for April and May 2011 Goal setting in progress

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Task A7c: Provide Intervention programs for each child not meeting benchmark standards	Initial implementation will begin fall 2009 and will be ongoing	Expectations Coach Guidance/After School Tutoring/RTI/ AVID/Academic Assistance plans/ Social worker/ESOL/Liaison/teachers/PBIS	None	District funds	Implementation fall 09, Expectations Coach shares data Academic plans	In progress AIM unit recovery/Credit Recovery/Alt school/AVID classes/9 th grade ELA enrichment/HSAP prep classes/Read 180/Enrichment through APEX planned for the summer of 2012/USA Test Prep Implemented ELA/SPED and Math/SPED Inclusion classes
Task A9a: Provide best practices for reading and writing in all content areas	NGA MYP Project Tenth grade personal project 2010-2011 Faculty Book Study: <i>Teaching Reading to Black Adolescent Males</i> 2011-2012 Faculty Book Study: <i>How to Differentiate Instruction in Mixed-ability Classrooms</i> by Carol Ann Tomlinson	NGA teachers Tenth Grade Teachers Administration All faculty			MYP Projects in grade 9 MYP Personal Projects in Grade 10 MYP Unit Plans Chapter summaries of book study presented at monthly faculty meetings	MYP projects in ninth grade. Implemented Personal Projects in 10 th grade social studies classes PP mentors were across all content areas. MYP Unit Plans in progress. Book study in progress. Implemented Best Practices 5 th Wednesday for all faculty. ESOL teacher shared reading and writing best practices with the entire faculty PLC model requires each PLC to note monthly best practices shared within departments

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators HOW WE MEASURE	11-12 Progress
Task C1: ESOL (level I and II) students will receive instruction from SIOP trained teachers.	Fall 2009	Guidance (scheduling)	none	District Funding for SIOP training	100% of faculty will be SIOP trained by 2011-2012 school year end	In progress >95% of faculty is SIOP trained, the rest will have summer opportunities
Task E1: Identify (at-risk) over age students prior to entering HS and provide an intervention to facilitate opportunities to graduate.		Administration	None			In progress Springboard Program – for over-age 8 th graders to get to 10 th grade within one year
Task E2: Incorporate career planning and provide opportunity for career exploration to establish the connection between school and work.	Ongoing	College Expo (district) CDF Guidance, Gentlemen's Club, AVID CATE Department Chamber of Commerce	None		Career-related activities throughout the year, including the Reality Store	Ongoing with IGPs, ASVAB testing opportunities for all students, College Fair at Bluffton High for all juniors and seniors, Reality Store 2012, implementation of Everfi (online social studies curriculum to teach kids about personal banking, debt, etc.), work-based learning, Teacher Cadet, Rotarian Career Awareness Day in April 2012
Task E3: Establish procedures for exit or intervention interviews for all students and parents if they are considering leaving the system	Ongoing	Administration (Grade Level) Guidance Social Worker Bilingual Liaison	None			Ongoing

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 1.1.5: Establish successful instructional programs to meet the needs of students						
Task E: Provide credit recovery and virtual school programs aligned to state standards and monitor for success	Fall and Spring each year and Summer School	Administration	\$3000		Credits recovered and classes passed resulting in fewer students delayed in progressing to next grade level.	In progress Summer 2012 – provide credit recovery opportunities for most HHHS courses, not just those on APEX
Task G: Ensure that technology is embedded in classrooms to provide students with the skills necessary for the 21 st Century Global economy	Ongoing	Teachers Media Center Administration	None		Promethean Boards and other technology observed in use in all classrooms. Best practices shared among teachers.	In progress PLC monthly meetings must include and document technology integration strategies and how they support school goals
Objective 1.2.1: Create and implement a professional development continuum that addresses leadership needs at the school and district levels						
Task A1b: Instructional leadership strategies to include data analysis, MYP and DP implementation	Ongoing	Administration	\$5000 for training	HHHS funds	Curriculum coordinator will drive data teams with core subject areas in MYP program. MYP in grade 9. Continued MYP training for entire staff Leadership team and department data analysis	Ongoing MYP Coordinator facilitated first year of all tenth graders doing personal project. The MYP Curriculum Team responded to the Matters to be Addressed from IBO which led to authorization as an MYP school. PLC Leadership training in August, PLC transition implementation throughout the school year.

Performance Goal #2: Ensure best practices and resources in learning, teaching and leadership, consistently and equitably across school system.

Performance Goal Area:

___ Student Achievement ___ Teacher/Administrator Quality ___ School Climate ___ District Priority

HHHS recognizes the need for excellent personnel resources.

To realize our goal we will work toward the following Interim Goals:

- Attract and retain best possible staff
- Provide exemplary relevant professional development to ensure best practices in pedagogy and classroom management
- Determine appropriate class size for learning

Indicator	Baseline (07-08)	2008-2009 Target/Results	2009-2010 Target/Results	2010-2011 Target/Results	2011-2012 Target/Results	2012-2013 Target/Results
Objective 2.1.1: Attract and retain highly qualified and well prepared teachers by providing incentives for educators to work in Beaufort County in schools or areas of critical need.						
Task C Use interview screening instrument for hiring with consistent standards	75%	100%/100%	100%/100%	100%/100%	100%/100%	100%
Task D Improve working conditions (respond to facility maintenance safety issues)	~50%	100%/98%	100%/98%	100%/100%	100%/100%	100%

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.1.2: Expand employee recognition program.						
Task A: Provide recognition for employees 1. New teachers 2. Rookie Teacher of the Year 3. Teacher of the Year 4. Classified Staff of the Year 5. Years of service (five, ten, fifteen, etc.) 6. Excellent attendance 7. Administrators 8. Faculty 9. Staff 10. Faculty Professional Accomplishments	≥ 5 (At least 5 activities from the list in column 1 were addressed)	≥ 6/≥ 6	≥ 7/≥ 7	≥ 8/≥ 8	≥ 9	≥ 9
Task B: Create/maintain trusting environment and increase morale <ul style="list-style-type: none"> Continue to communicate and work with the faculty and staff. Utilize trust-building activities, book and discussions groups, etc. among employees to get all voices involved. Provide motivational speakers for all employees. Develop sense of belonging to school community. 	50% 100% 100% 60%	100%/98% 100%/100% 100%/98% maintain	100%/98% 100%/100% 100%/98% maintain	100%/98% 100%/100% 100%/98% maintain	100% 100% 100% maintain	100% 100% 100% maintain
Task C: Periodically assess employee morale.		maintain	maintain	maintain	maintain	maintain

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.1.3: Expand structured Mentoring Program (Handled at the district level)						
Task A: Provide trained mentors for beginning teachers.	100%	100%	100%	100%	100%	100%
Task B: Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with master teachers.	100%	100%	100%	100%	100%	100%
Task C: Provide mentors for second-year teacher, teachers new to the district and teachers needing support.	100%	100%/67%	100%/67%	100%/67%	100%	100%
Indicator	Baseline (07-08)	2008-2009 Target/Result	2009-2010 Target/Result	2010-2011 Target/Result	2011-2012 Target/Result	2012-2013 Target/Result
Objective 2.1.4: Structure evaluation process to ensure effective evaluation and accountability tied to student achievement.						
Task A: Place all teachers who are new to Beaufort County on formal evaluation for a minimum of one year.	100%	100%	100%	100%	100%	100%
Task B: Use the SAFE-T (ADEPT) process to provide assistance for teachers	20%	100%	100%	100%	100%	100%
Task C: Ensure that all continuing contract teachers are properly evaluated.	25%	100%	100%	100%	100%	100%

Indicator	Baseline (07-08)	2008-2009 Target/Result	2009-2010 Target/Result	2010-2011 Target/Result	2011-2012 Target/Result	2012-2013 Target/Result
Objective 2.2.1: Design an effective professional development continuum that supports improved student achievement.						
Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. 1. Summer Institute 2. Math and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP training 8. Technology Tuesday training 9. Five district in-service days with multiple content area trainings 10. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)	2 <i>(Number indicates adult learning opportunities afforded per school year.)</i>	3/>3	3/>3	3/>3	3/8	5
Task B: Provide professional development activities that are based on student needs and growth.	4 <i>(Number indicates adult learning opportunities afforded per school year.)</i>	5/>10	8/>10	10/>10	10/>10	10
Task C: Guide teachers in the development and implementation of their individual professional growth plans that address Induction, GBE, ADEPT, Long Range Plans, Recertification, additional endorsements, graduate degrees, etc. and review periodically.	96%	97%/100%	100%/100%	100%/100%	100%/100%	100%

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.2.2: Align professional development activities with content and achievement standards.						
Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	25% <i>*Percentage of faculty who participated in content related professional development</i>	50%/approximately 50%	50%/approximately 50%	50%/approximately 50%	50%/63%	60%
Task B: Align learning activities with academic content standards, student achievement standards and assessments.	0%	100%/100%	100%/100%	100%/100%	100%/100%	100%
Task C: Use research-based strategies to inform instructional practices. 1. Writing across the curriculum 2. Reading across the curriculum 3. Numeracy and literacy instruction 4. Use of rubrics 5. Technology integration 6. GT strategies 7. SIOP strategies	3 <i>*Number indicates number of strategies, including but not limited to, those listed in column 1</i>	5/>5	5/>5	5/>5	5/7	6
Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	sporadic	annually	By semester/ several times per year	At least once per semester	At least once per semester	At least once per semester
Task E: Promote the use of coaches, mentors, study groups, professional reading, and technology and action research to extend the workshop/course initial learning.			Begin	Increase	Increase	Increase

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.2.3: Provide professional development activities on classroom management, positive intervention and learning styles of students.						
Task A: Use multiple sources of information, surveys, evaluations and student data to identify learning priorities, develop goals, and plan school initiatives. 1. Bullying survey 2. Power School 3. Testview 4. Expectations Team members 5. Guidance counselors 6. Leadership Team 7. Administration Team 8. PTSO 9. SIC 10. Student Advisory (SGA) 11. School Fusion Messaging 12. SDE Parent, Student and faculty survey 13. Teacher Forum	3 <i>*Number indicates multiple sources of information, including but are not limited to, those listed in column 1</i>	6/>6	6/>6	6/>6	6/11	9

<p>Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.</p> <ol style="list-style-type: none"> 1. Summer Institute 2. Math and Science Grad Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP 8. Five district in-service days with multiple content area trainings 9. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12) 	<p>Sporadic *Refers to the percentage of faculty who participated in content-related professional development</p>	<p>Increase</p>	<p>Increase</p>	<p>Increase</p>	<p>Increase/8</p>	<p>Increase</p>
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Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.1.1: Attract and retain highly qualified and well prepared teachers by providing incentives for educators to work in Beaufort County in schools or areas of critical need						
Task A Use interview screening instrument for hiring with consistent standards	Ongoing	Leadership team	\$0		Use of interview tool	Ongoing
Task B Improve working conditions	Ongoing	Assistant principal over facilities	Varies	Via maintenance	Review of work orders	Ongoing
Objective 2.1.2: Expand employee recognition program						
Task A: Recognition program for employees						
1. New teachers						
2. Rookie Teacher of the Year						
3. Teacher of the Year						
4. Classified Staff of the Year						
5. Years of service (five, ten, fifteen, etc.)						
6. Excellent attendance						
7. Administrators						
8. Faculty						
9. Staff						
10. Faculty Professional Accomplishments						
	Weekly, monthly or annually	Administration/faculty/PTSO/Social Committee Chairperson	Varies due to certificate, Pat on the Back cards or plaques	Sunshine Dues	Number of programs implemented	On target

Task C: Provide mentors for second-year teacher, teachers new to the district and teachers needing support.	Ongoing	Assistant Principal (Personnel)	Varied	District Funds	Percentage of 2 nd year, new and teachers needing support who have been assigned mentors.	100%
Objective 2.1.4: Structure evaluation process to ensure effective evaluation and accountability tied to student achievement.						
Task A: Place all teachers who are new to Beaufort County on formal evaluation for a minimum of one year.	July	SAFE-T Coordinator	None		Percentage of new teachers completing SAFE-T	100%
Task B: Use the SAFE-T process, improvement plans, and Goals Based Evaluations to provide assistance for teachers.	Ongoing	Assistant Principal (API)	None		Percentage of teachers recommended by principal who are placed on plan.	100%
Task C: Ensure that all continuing contract teachers are properly evaluated.	Ongoing	Administration	None		Percentage of teachers evaluated by Principal	100%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.1: Design an effective professional development continuum that supports improved student achievement.						
Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. 1. Summer Institute 2. Math and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP training 8. Technology Tuesday training 9. Five district in-service days with multiple content area trainings 10. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)	Ongoing	Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Varies	District	Number of activities provided	>10

<p>Task B: Provide professional development activities that are based on student needs and growth.</p> <ol style="list-style-type: none"> 1. Summer Institute 2. Math and Science Grad Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP 8. Five district in-service days with multiple content area trainings 9. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12) 	Ongoing	Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Varies	Professional development/High Schools that Work/ IB/AP/ Department funds/District ESOL funds	Number of students needs and growth professional development opportunities	>10
<p>Task C: Guide teachers in the development and implementation of their individual professional growth plans that address Induction, GBE, SAFE-T, Long Range Plans, Recertification, additional endorsements, graduate degrees, etc. and review periodically.</p>	September	Leadership Team	None		Percentage of teachers who are highly qualified in subject area.	100%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.2: Align professional development activities with content and achievement standards.						
Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	Ongoing	Department Chairpersons	Varies	District	Percentage of faculty participating in: -AP/IB training -SIOP training -G/T training -Content/Course specific training	Pending Principal end of year interviews with faculty
Task B: Align learning activities with academic content standards, student achievement standards and assessments.	Ongoing	Department Chairpersons	None		Percentage curriculum maps completed as mandated by District	100%
Task C: Use research-based strategies to inform instructional practices. 1. Writing across the curriculum 2. Reading across the curriculum 3. Numeracy and literacy instruction 4. Use of rubrics 5. Technology integration 6. GT strategies 7. SIOP strategies	Ongoing	Department Chairpersons	None		Number of strategies implemented	6
Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	Ongoing	Department Chairpersons	None		Percent of Department Chairpersons self reporting satisfactory feedback to their departments	11/11 departments

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.3: Provide professional development activities on classroom management, positive intervention and learning styles of students.						
Task A: Use multiple sources of information, surveys and evaluations and student data to identify learning priorities, develop goal and plan school initiatives. <ol style="list-style-type: none"> 1. Bullying survey 2. Power School 3. Testview 4. Expectations Team members 5. Guidance counselors 6. Leadership Team 7. Administration Team 8. PTSO 9. SIC 10. Student Advisory (SGA) 11. School Fusion Messaging 12. Teachers Forum 	Ongoing	Leadership & Administrative Team	None		Number of sources of information	11
Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.	Ongoing	Leadership	Varies	PD money	Number of opportunities teachers are afforded for professional development activities	8

HHS Performance Goals and Strategies

Performance Goal #3: Close the student achievement gap in the subgroups of ethnicity, socioeconomics and English language proficiency.

Performance Goal Area:

____ Student Achievement ____ Teacher/Administrator Quality ____ School ____ District Priority
 HHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam scores.

To realize our goal we will work toward the following Interim Goals:

- Use data to identify specific challenges for each subgroup
- Identify and provide additional services to targeted groups

Allocate resources to accommodate the specific needs of these subgroups		08-09 Baseline State Results	2009-10 Target/Results State Results	2010-11 Target/Results State Results	2011-12 Target/Results State Results	2012-2013 Target/Results State Results
Indicator						
Objective 3.1.1: Analyze scores in the following subgroups for EOC passage rate and HSAP proficiency rate.						
Task A: Identify students at the cusp for proficient achievement level on HSAP		1) 32.5% 44.9	1) 29.7%/44.4 49.7	1) 30.9%/58.0 51.7	1) 32%/	1) 33.1%
1) ELA-African American		2) 30.1% 50.3	2) 29.5%/57.4 56.8	2) 34.2%/60.3 62.8	2) 39%/	2) 43.8%
2) ELA-Hispanic		3) 18.8% 38.5	3) 18.7%/52.1 47.3	3) 23.3%/46.2 45.1	3) 28%/	3) 32.7%
3) ELA-Limited English Proficient		4) 35.0% 45.6	4) 29.5%/52.2 51.5	4) 31.2%/57.3 54.7	4) 33%/	4) 34.8%
4) ELA-Subsidized Meals		5) 20.0% 45.1	5) 21.8%/29.6 44.0	5) 26.9%/26.0 42.9	5) 32%/	5) 35.1%
5) Math-African American		6) 37.0% 58.5	6) 25.7%/47.6 56.7	6) 35.9%/46.0 59.4	6) 46%/	6) 54.1%
6) Math-Hispanic		7) 27.1% 52.3	7) 18.7%/42.0 52.6	7) 29.3%/33.3 47.1	7) 40%/	7) 50.7%
7) Math-Limited English Proficient		8) 37.5% 47.9	8) 25.3%/40.6 48.1	8) 30.2%/37.1 48.5	8) 35%/	8) 39.8%
8) Math-Subsidized Meals						

	08-09 Baseline State Results	2009-10 Target/Results State Results	2010-11 Target/Results State Results	2011-12 Target/Results State Results	2012-2013 Target/Results State Results
Task B: Identify students' readiness to score at or above state averages: Overall: English Overall: Algebra Overall: Physical Science Overall: US History	64.0% 63.0% 54.7% 42%	68.7% 65.0% 55.1% 43.8%	73.3% 67.0% 55.6% 45.5%	78% 69% 56% 47.3%	
1) English -African American 2) English -Hispanic 3) English -Limited English Proficient 4) English -Subsidized Meals	52.0% 57.2% 50.7% 55.2%	56.3% 50.6% 46.8% 50.6%	51.4% 56.7% 50.6% 51.9%		
5) Algebra -African American 6) Algebra -Hispanic 7) Algebra -Limited English Proficient 8) Algebra -Subsidized Meals	65.3% 75.9% 74.9% 68.9%	47.4% 69.9% 63.5% 63.2%	45.5% 68.8% 65.6% 59.5%		
9) Physical Science -African American 10) Physical Science -Hispanic 11) Physical Science -Limited English Proficient 12) Physical Science -Subsidized Meals	36.8% 47.6% 43.7% 40.4%	19.6% 41.0% 39.4% 30.0%	28.6% 42.7% 42.5% 38.1%		
13) US History -African American 14) US History -Hispanic 15) US History -Limited English Proficient 16) US History -Subsidized Meals	22.6% 37.3% 28.4% 26.2%	12.1% 25.3% 19.7% 20.7%	36.7% 44.6% 41.8% 41.2%		

*data work still in progress

Indicator	Baseline (08-09)	2009-10 Target/Results	2010-11 Target/Results	2011-12 Target/Results	2012-2012 Target
Objective 3.1.2: Identify and provide additional services to targeted groups.					
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	50%	65%/>65%	85%/100%	100%	100%
Task B: Provide mentoring via Expectations Coach for seniors at risk of not graduating	60%	80%/>80%	90%/>90%	100%/>90%	100%
Task C: Offer tutoring both at school and off campus to students in targeted subgroups	Monthly	Biweekly/ Weekly	Biweekly/ Weekly	Weekly	Weekly
Indicator	Baseline (08-09)	2009-10 Target/Results	2010-11 Target/Results	2011-12 Target/Results	2012-2012 Target
Objective 3.1.3: Allocate resources to accommodate the specific needs of these subgroups					
Task A: Prioritize class assignments to students in targeted subgroups (NGA and SIOP)	<50%	50%	70%	90%	100%
Task B: Facilitate professional development to support differentiated instruction strategies (number refers to opportunities offered each year) SIOP Ruby Payne Book Study EAL Enrichment CATE Completer courses GT/AP/IB Training	0	1	2/3	2/4	3
Task C: Differentiate curriculum maps to include strategies and assessments to support these subgroups	Begin Curriculum Maps	25%	25%	100%	100%

² Based on Seniors at risk to not graduate

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 3.1.1: Analyze scores for the subgroups for passing EOCs and HSAP proficiency.						
Task A: Identify students at the cusp for proficient achievement level on HSAP	yearly	Math and English Teachers	0	n/a	Use USA Test Prep Benchmark Tests	On going
Task B: Identify students' readiness to score at or above state averages: English I Algebra I Physical Science US History	Spring Semester	Teachers	0	n/a	Use MAP scores and the RIT score benchmark for each subject in the NGA Use USA Test Prep Benchmark tests	On going
Objective 3.1.2: Identify and provide additional services to targeted groups.						
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	Beginning of school year, end of 1 st , semester, and 3 rd quarter	Expectations Team and faculty	0	n/a	Review grades and facilitate credit recovery following district policy.	On going

**All data available through the school report card should be used; additional data should be collected from other state and national sources

Professional Development for HHIHS

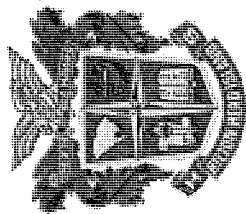
Month	Faculty meetings (1 st Wed)	PLC mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other
September	ESOL Best Practices	Develop goals	Anne Bender- Technology needs for the classroom
October	9GR and graduation rate Best Practices	"Dealing with parents"	Data Training (Ms Brooke Rowe)
November	Technology follow up with Anne Bender Best Practices	Literacy	Data training (Ms Brooke Rower) MYP training for teachers-update (refresher)
December	Best Practices	Technology	Alternative school review
January	ESOL Best Practices	IB	Professional Learning Communities
February	Motivational speaker/incentives Best Practices	Numeracy	Task Force on ACT and SAT
March	ELDA Best Practices	Data University	EOC crash course
April	HSAP Best Practices	Testing season	Student Life
May	IB and AP Best Practices		Set theme for next year/wrap up

Other:

IB Meetings every third Wednesday

Curriculum meetings every Fourth Wednesday

Best Practices every Fifth Wednesday



Hilton Head Island High School



SAT/ACT Scores	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011
Hilton Head Island High School	SAT - 1013 ACT - 21.0	SAT - 1005 ACT - 21.6	SAT - 1481 ACT - 22.0	SAT - 1507 ACT - 22.9	SAT - 1508 ACT - 23.2	SAT-1473 ACT-22.6 92%
South Carolina	SAT - 986 ACT - 20.9	SAT - 984 ACT - 19.6	SAT - 1461 ACT - 19.9	SAT - 1452 ACT - 19.8	SAT - 1447 ACT - 19.5	SAT-1427 ACT-20.1
United States	SAT - 1021 ACT - 21.1	SAT - 1017 ACT - 21.2	SAT - 1511 ACT - 21.1	SAT - 1509 ACT - 21.1	SAT - 1509 ACT - 21.0	SAT-1483 ACT-21.1
Composite HSAP Score	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
Hilton Head Island High School	75.4	81.8	74.4	81.0	83.4	
South Carolina	77.1	80.8	76.1	78.6	79.4	

HHS Performance Goals and Strategies

Performance Goal #1: Increase student achievement to exceed state and national averages.

Performance Goal Area:

Student Achievement _____ Teacher/Administrator Quality _____ School Climate _____ District Priority _____

HHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam scores.

To realize our goal we will work toward the following Interim Goals:

*Use data to identify specific challenges for students *Provide research-based professional development *Allocate resources to facilitate effective instruction

Indicator	Baseline (06-07)	2007-2008 Target/Results	2008-2009 Target/Results	2009-2010 Target/Results	2010-2011 Target/Results	2011-2012 Target/Results	2012-2013 Target/Results
Percentage of students who:							
HSAP Passed 2 subtests on first attempt (South Carolina State Average)	75.4/75.4 (77.1)	81.8/81.8 (80.8)	84/74.4 (76.4)	86/79.9 (78.6)	88/84.3 (79.4)	88/	89
Passed 1 subtest	18.4	11.2	15.5	11.2	10.5	10	
Passed no subtest	6.1	7.1	10.1	8.9	5.2	1	
HSAP Passage Rate by Spring	86.2	91.1	95.6	92.9	93.5	89	
EOC Algebra 1 (South Carolina State Average)	74.8 (82.8)	69.9/69.9 (78.3)	73/64 (22.8)	77/74.6 (80.2)	79/71.9 (82.1)	82/	82
English 1 (South Carolina State Average)	58.6 (64.8)	45.4/64.6 (68.4)	48/63 (31.6)	53/78.9 (73.7)	58/75.4 (72.5)	75/	76
Physical Science (South Carolina State Average)	38.1 (49.7)	45.4/45.1 (55.0)	48/54.7 (55.5)	53/71.6 (59.1)	58/56.6 (59.8)	61/	N/A
Biology (South Carolina State Average)	N/A	N/A	N/A	N/A	N/A (.68)	60/ (baseline)	62
U.S. History and Constitution (South Carolina State Average)	N/A	N/A	47.3 (42.4) (baseline)	50/39.8 (46.3)	55/66.9 (49.7)	60/	62
All EOC Tests (South Carolina State Average)	/56.1 (66.8)	58/59.5 (68.0)	60/56.5 (48.0)	62/62.2 (65.6)	65/69.6 (67.0)	67/	70
SAT Composite (South Carolina State Average)	1491 (1470)	1481 (1461)	1507 (1452)	1507 (1447)	1473 (1427)		
(US National Average)	(1511)	(1511)	(1509)	(1509)	(1483)		
Critical Reading(South Carolina State Average)	499 (488)	504 (488)	504 (486)	507 (484)	494 (482)		
(US National Average)	(502)	(502)	(501)	(501)	(497)		
Writing (South Carolina State Average)	486 (475)	488 (476)	494 (470)	492 (468)	484 (464)		
(US National Average)	(494)	(494)	(493)	(492)	(489)		
Math (South Carolina State Average)	506 (496)	489 (497)	509 (496)	508 (495)	495 (490)		
(US National Average)	(515)	(515)	(515)	(516)	(514)		

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 1.1.1						
Task A2: Establish vertical articulation teams in all areas across gateway grade levels	(Meeting Minutes) District meets monthly HHHS meets monthly HS/MS meets monthly	Ninth Grade Academy District Liaison Departments NGA/8 th Grade	none	Curriculum mapping supported by the district	ongoing	ongoing
Task A4: Implement curriculum mapping in each subject area	English and Math 08-09 Science and SS 09-10 World Languages 10-11	Curriculum Cabinet Teachers	None	District	Database of Curriculum maps	Ongoing summer revisions
Task A7a2(II): Analyze individual growth goals in Reading, Language, Math and Science to determine whether the student has met the goals	Student and class goals in fall 2010 with final analysis in spring of 2011. Administration will set goals with teacher.	Classroom/SP ED/ESOL/ teachers Administration	None		Student and class growth analysis	Fall 2010 pretested grade 9 in reading, language use and math – posttests scheduled for April and May 2011 Goal setting in progress

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Task A7c: Provide Intervention programs for each child not meeting benchmark standards	Initial implementation will begin fall 2009 and will be ongoing	Expectations Coach Guidance/After School Tutoring/RTI/ AVID/Academic Assistance plans/ Social worker/ESOL/Liaison/ teachers/PBIS	None	District funds	Implementation fall 09, Expectations Coach shares data Academic plans	In progress AIM unit recovery/Credit Recovery/Alt school/AVID classes/9 th grade ELA enrichment/HSAP prep classes/Read 180/Enrichment through APEX planned for the summer of 2012/USA Test Prep Implemented ELA/SPED and Math/SPED Inclusion classes
Task A9a: Provide best practices for reading and writing in all content areas	NGA MYP Project Tenth grade personal project 2010-2011 Faculty Book Study: <i>Teaching Reading to Black Adolescent Males</i> 2011-2012 Faculty Book Study: <i>How to Differentiate Instruction in Mixed-ability Classrooms</i> by Carol Ann Tomlinson	NGA teachers Tenth Grade Teachers Administration All faculty			MYP Projects in grade 9 MYP Personal Projects in Grade 10 MYP Unit Plans Chapter summaries of book study presented at monthly faculty meetings	MYP projects in ninth grade. Implemented Personal Projects in 10 th grade social studies classes PP mentors were across all content areas. MYP Unit Plans in progress. Book study in progress. Implemented Best Practices 5 th Wednesday for all faculty. ESOL teacher shared reading and writing best practices with the entire faculty PLC model requires each PLC to note monthly best practices shared within departments

Activity	Timeline	Person(s) Responsible	Estimate of Cost to School	Funding Source(s)	Implementation Indicators HOW WE MEASURE	11-12 Progress
Task C1: ESOL (level I and II) students will receive instruction from SIOP trained teachers.	Fall 2009	Guidance (scheduling)	none	District Funding for SIOP training	100% of faculty will be SIOP trained by 2011-2012 school year end	In progress >95% of faculty is SIOP trained, the rest will have summer opportunities
Task E1: Identify (at-risk) over age students prior to entering HS and provide an intervention to facilitate opportunities to graduate.		Administration	None			In progress Springboard Program – for over-age 8 th graders to get to 10 th grade within one year
Task E2: Incorporate career planning and provide opportunity for career exploration to establish the connection between school and work.	Ongoing	College Expo (district) CDF Guidance, Gentlemen's Club, AVID CATE Department Chamber of Commerce	None		Career-related activities throughout the year, including the Reality Store	Ongoing with IGPs, ASVAB testing opportunities for all students, College Fair at Bluffton High for all juniors and seniors, Reality Store 2012, implementation of Everfi (online social studies curriculum to teach kids about personal banking, debt, etc.), work-based learning, Teacher Cadet, Rotarian Career Awareness Day in April 2012
Task E3: Establish procedures for exit or intervention interviews for all students and parents if they are considering leaving the system	Ongoing	Administration (Grade Level) Guidance Social Worker Bilingual Liaison	None			Ongoing

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 1.1.5: Establish successful instructional programs to meet the needs of students						
Task E: Provide credit recovery and virtual school programs aligned to state standards and monitor for success	Fall and Spring each year and Summer School	Administration	\$3000		Credits recovered and classes passed resulting in fewer students delayed in progressing to next grade level.	In progress Summer 2012 – provide credit recovery opportunities for most HHHS courses, not just those on APEX
Task G: Ensure that technology is embedded in classrooms to provide students with the skills necessary for the 21 st Century Global economy	Ongoing	Teachers Media Center Administration	None		Promethean Boards and other technology observed in use in all classrooms. Best practices shared among teachers.	In progress PLC monthly meetings must include and document technology integration strategies and how they support school goals
Objective 1.2.1: Create and implement a professional development continuum that addresses leadership needs at the school and district levels						
Task A1b: Instructional leadership strategies to include data analysis, MYP and DP implementation	Ongoing	Administration	\$5000 for training	HHHS funds	Curriculum coordinator will drive data teams with core subject areas in MYP program. MYP in grade 9. Continued MYP training for entire staff Leadership team and department data analysis	Ongoing MYP Coordinator facilitated first year of all tenth graders doing personal project. The MYP Curriculum Team responded to the Matters to be Addressed from IBO which led to authorization as an MYP school. PLC Leadership training in August, PLC transition implementation throughout the school year.

Performance Goal #2: Ensure best practices and resources in learning, teaching and leadership, consistently and equitably across school system.

Performance Goal Area:

___Student Achievement___Teacher/Administrator Quality ___School Climate ___District Priority

HHHS recognizes the need for excellent personnel resources.

To realize our goal we will work toward the following Interim Goals:

- Attract and retain best possible staff
- Provide exemplary relevant professional development to ensure best practices in pedagogy and classroom management
- Determine appropriate class size for learning

Indicator	Baseline (07-08)	2008-2009 Target/Results	2009-2010 Target/Results	2010-2011 Target/Results	2011-2012 Target/Results	2012-2013 Target/Results
Objective 2.1.1: Attract and retain highly qualified and well prepared teachers by providing incentives for educators to work in Beaufort County in schools or areas of critical need.						
Task C Use interview screening instrument for hiring with consistent standards	75%	100%/100%	100%/100%	100%/100%	100%/100%	100%
Task D Improve working conditions (respond to facility maintenance safety issues)	~50%	100%/98%	100%/98%	100%/100%	100%/100%	100%

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.1.2: Expand employee recognition program.						
Task A: Provide recognition for employees 1. New teachers 2. Rookie Teacher of the Year 3. Teacher of the Year 4. Classified Staff of the Year 5. Years of service (five, ten, fifteen, etc.) 6. Excellent attendance 7. Administrators 8. Faculty 9. Staff 10. Faculty Professional Accomplishments	≥ 5 (At least 5 activities from the list in column 1 were addressed)	≥ 6/≥ 6	≥ 7/≥ 7	≥ 8/≥ 8	≥ 9	≥ 9
Task B: Create/maintain trusting environment and increase morale <ul style="list-style-type: none">Continue to communicate and work with the faculty and staff.Utilize trust-building activities, book and discussions groups, etc. among employees to get all voices involved.Provide motivational speakers for all employees.Develop sense of belonging to school community.	50% 100% 100% 60%	100%/98% 100%/100% 100%/98% maintain	100%/98% 100%/100% 100%/98% maintain	100%/98% 100%/100% 100%/98% maintain	100%/100% 100%/100% 100%/100% maintain	100% 100% 100% maintain
Task C: Periodically assess employee morale.		maintain	maintain	maintain	maintain	maintain

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.1.3: Expand structured Mentoring Program (Handled at the district level)						
Task A: Provide trained mentors for beginning teachers.	100%	100%	100%	100%	100%	100%
Task B: Continue a comprehensive Induction Program to provide opportunities for beginning teachers to interact with master teachers.	100%	100%	100%	100%	100%	100%
Task C: Provide mentors for second-year teacher, teachers new to the district and teachers needing support.	100%	100%/67%	100%/67%	100%/67%	100%	100%
Indicator	Baseline (07-08)	2008-2009 Target/Result	2009-2010 Target/Result	2010-2011 Target/Result	2011-2012 Target/Result	2012-2013 Target/Result
Objective 2.1.4: Structure evaluation process to ensure effective evaluation and accountability tied to student achievement.						
Task A: Place all teachers who are new to Beaufort County on formal evaluation for a minimum of one year.	100%	100%	100%	100%	100%	100%
Task B: Use the SAFE-T (ADEPT) process to provide assistance for teachers	20%	100%	100%	100%	100%	100%
Task C: Ensure that all continuing contract teachers are properly evaluated.	25%	100%	100%	100%	100%	100%

Indicator	Baseline (07-08)	2008-2009 Target/Result	2009-2010 Target/Result	2010-2011 Target/Result	2011-2012 Target/Result	2012-2013 Target/Result
Objective 2.2.1: Design an effective professional development continuum that supports improved student achievement.						
Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. <ol style="list-style-type: none"> 1. Summer Institute 2. Math and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP training 8. Technology Tuesday training 9. Five district in-service days with multiple content area trainings 10. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12) 	2 (Number indicates adult learning opportunities afforded per school year.)	3/>3	3/>3	3/>3	3/8	5
Task B: Provide professional development activities that are based on student needs and growth.	4 (Number indicates adult learning opportunities afforded per school year.)	5/>10	8/>10	10/>10	10/>10	10
Task C: Guide teachers in the development and implementation of their individual professional growth plans that address Induction, GBE, ADEPT, Long Range Plans, Recertification, additional endorsements, graduate degrees, etc. and review periodically.	96%	97%/100%	100%/100%	100%/100%	100%/100%	100%

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.2.2: Align professional development activities with content and achievement standards.						
Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	25% <i>*Percentage of faculty who participated in content related professional development</i>	50%/approximately 50%	50%/approximately 50%	50%/approximately 50%	50%/63%	60%
Task B: Align learning activities with academic content standards, student achievement standards and assessments.	0%	100%/100%	100%/100%	100%/100%	100%/100%	100%
Task C: Use research-based strategies to inform instructional practices. 1. Writing across the curriculum 2. Reading across the curriculum 3. Numeracy and literacy instruction 4. Use of rubrics 5. Technology integration 6. GT strategies 7. SIOP strategies	3 <i>*Number indicates number of strategies, including but not limited to, those listed in column 1</i>	5/>5	5/>5	5/>5	5/7	6
Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	sporadic	annually	By semester/several times per year	At least once per semester	At least once per semester	At least once per semester
Task E: Promote the use of coaches, mentors, study groups, professional reading, and technology and action research to extend the workshop/course initial learning.			Begin	Increase	Increase	Increase

Indicator	Baseline (07-08)	2008-2009 Target	2009-2010 Target	2010-2011 Target	2011-2012 Target	2012-2013 Target
Objective 2.2.3: Provide professional development activities on classroom management, positive intervention and learning styles of students.						
Task A: Use multiple sources of information, surveys, evaluations and student data to identify learning priorities, develop goals, and plan school initiatives. 1. Bullying survey 2. Power School 3. Testview 4. Expectations Team members 5. Guidance counselors 6. Leadership Team 7. Administration Team 8. PTSO 9. SIC 10. Student Advisory (SGA) 11. School Fusion Messaging 12. SDE Parent, Student and faculty survey 13. Teacher Forum	3 <i>*Number indicates multiple sources of information, including but are not limited to, those listed in column 1</i>	6/>6	6/>6	6/>6	6/11	9

<p>Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.</p> <ol style="list-style-type: none"> 1. Summer Institute 2. Math and Science Grad Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP 8. Five district in-service days with multiple content area trainings 9. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12) 	<p>Sporadic *Refers to the percentage of faculty who participated in content-related professional development</p>	<p>Increase</p>	<p>Increase</p>	<p>Increase</p>	<p>Increase/8</p>	<p>increase</p>
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Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.1.1: Attract and retain highly qualified and well prepared teachers by providing incentives for educators to work in Beaufort County in schools or areas of critical need						
Task A Use interview screening instrument for hiring with consistent standards	Ongoing	Leadership team	\$0		Use of interview tool	Ongoing
Task B Improve working conditions	Ongoing	Assistant principal over facilities	Varies	Via maintenance	Review of work orders	Ongoing
Objective 2.1.2: Expand employee recognition program						
Task A: Recognition program for employees						
1. New teachers						
2. Rookie Teacher of the Year						
3. Teacher of the Year						
4. Classified Staff of the Year						
5. Years of service (five, ten, fifteen, etc.)	Weekly, monthly or annually	Administration/faculty/PTSO/Social Committee Chairperson	Varies due to certificate, Pat on the Back cards or plaques	Sunshine Dues	Number of programs implemented	On target
6. Excellent attendance						
7. Administrators						
8. Faculty						
9. Staff						
10. Faculty Professional Accomplishments						

Task C: Provide mentors for second-year teacher, teachers new to the district and teachers needing support.	Ongoing	Assistant Principal (Personnel)	Varied	District Funds	Percentage of 2 nd year, new and teachers needing support who have been assigned mentors.	100%
Objective 2.1.4: Structure evaluation process to ensure effective evaluation and accountability tied to student achievement.						
Task A: Place all teachers who are new to Beaufort County on formal evaluation for a minimum of one year.	July	SAFE-T Coordinator	None		Percentage of new teachers completing SAFE-T	100%
Task B: Use the SAFE-T process, improvement plans, and Goals Based Evaluations to provide assistance for teachers.	Ongoing	Assistant Principal (API)	None		Percentage of teachers recommended by principal who are placed on plan.	100%
Task C: Ensure that all continuing contract teachers are properly evaluated.	Ongoing	Administration	None		Percentage of teachers evaluated by Principal	100%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.1: Design an effective professional development continuum that supports improved student achievement.						
Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. 1. Summer Institute 2. Math and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP training 8. Technology Tuesday training 9. Five district in-service days with multiple content area trainings 10. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)	Ongoing	Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Varies	District	Number of activities provided	>10

<p>Task B: Provide professional development activities that are based on student needs and growth.</p> <ol style="list-style-type: none"> 1. Summer Institute 2. Math and Science Grad Cohort 3. SIOP training 4. Ruby Payne Book Study (10-11) 5. Ruby Payne Presentation (10-11) 6. GT Classes 7. MYP 8. Five district in-service days with multiple content area trainings 9. <i>Teaching Reading to Black Adolescent Males</i> faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12) 	Ongoing	Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Varies	Professional development/High Schools that Work/ IB/AP/ Department funds/District ESOL funds	Number of students needs and growth professional development opportunities	>10
<p>Task C: Guide teachers in the development and implementation of their individual professional growth plans that address Induction, GBE, SAFE-T, Long Range Plans, Recertification, additional endorsements, graduate degrees, etc. and review periodically.</p>	September	Leadership Team	None		Percentage of teachers who are highly qualified in subject area.	100%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.2: Align professional development activities with content and achievement standards.						
Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	Ongoing	Department Chairpersons	Varies	District	Percentage of faculty participating in: -AP/IB training -SIOP training -G/T training -Content/Course specific training	Pending Principal end of year interviews with faculty
Task B: Align learning activities with academic content standards, student achievement standards and assessments.	Ongoing	Department Chairpersons	None		Percentage curriculum maps completed as mandated by District	100%
Task C: Use research-based strategies to inform instructional practices. 1. Writing across the curriculum 2. Reading across the curriculum 3. Numeracy and literacy instruction 4. Use of rubrics 5. Technology integration 6. GT strategies 7. SIOP strategies	Ongoing	Department Chairpersons	None		Number of strategies implemented	6
Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	Ongoing	Department Chairpersons	None		Percent of Department Chairpersons self reporting satisfactory feedback to their departments	11/11 departments

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 2.2.3: Provide professional development activities on classroom management, positive intervention and learning styles of students.						
Task A: Use multiple sources of information, surveys and evaluations and student data to identify learning priorities, develop goal and plan school initiatives. <ol style="list-style-type: none"> 1. Bullying survey 2. Power School 3. Testview 4. Expectations Team members 5. Guidance counselors 6. Leadership Team 7. Administration Team 8. PTSO 9. SIC 10. Student Advisory (SGA) 11. School Fusion Messaging 12. Teachers Forum 	Ongoing	Leadership & Administrative Team	None		Number of sources of information	11
Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.	Ongoing	Leadership	Varies	PD money	Number of opportunities teachers are afforded for professional development activities	8

HHIHS Performance Goals and Strategies

Performance Goal #3: Close the student achievement gap in the subgroups of ethnicity, socioeconomics and English language proficiency.

Performance Goal Area:

____ Student Achievement ____ Teacher/Administrator Quality ____ School ____ District Priority
HHIHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam scores.

To realize our goal we will work toward the following Interim Goals:

- Use data to identify specific challenges for each subgroup
- Identify and provide additional services to targeted groups

Allocate resources to accommodate the specific needs of these subgroups	Indicator	08-09 Baseline State Results	2009-10 Target/Results State Results	2010-11 Target/Results State Results	2011-12 Target/Results State Results	2012-2013 Target/Results State Results
Objective 3.1.1: Analyze scores in the following subgroups for EOC passage rate and HSAP proficiency rate.						
Task A: Identify students at the cusp for proficient achievement level on HSAP		1) 32.5% 44.9	1) 29.7%/44.4 49.7	1) 30.9%/58.0 51.7	1) 32%/	1) 33.1%
1) ELA-African American		2) 30.1% 50.3	2) 29.5%/57.4 56.8	2) 34.2%/60.3 62.8	2) 39%/	2) 43.8%
2) ELA-Hispanic		3) 18.8% 38.5	3) 18.7%/52.1 47.3	3) 23.3%/46.2 45.1	3) 28%/	3) 32.7%
3) ELA-Limited English Proficient		4) 35.0% 45.6	4) 29.5%/52.2 51.5	4) 31.2%/57.3 54.7	4) 33%/	4) 34.8%
4) ELA-Subsidized Meals		5) 20.0% 45.1	5) 21.8%/29.6 44.0	5) 26.9%/26.0 42.9	5) 32%/	5) 35.1%
5) Math-African American		6) 37.0% 58.5	6) 25.7%/47.6 56.7	6) 35.9%/46.0 59.4	6) 46%/	6) 54.1%
6) Math-Hispanic		7) 27.1% 52.3	7) 18.7%/42.0 52.6	7) 29.3%/33.3 47.1	7) 40%/	7) 50.7%
7) Math-Limited English Proficient		8) 37.5% 47.9	8) 25.3%/40.6 48.1	8) 30.2%/37.1 48.5	8) 35%/	8) 39.8%
8) Math-Subsidized Meals						

	08-09 Baseline State Results	2009-10 Target/Results State Results	2010-11 Target/Results State Results	2011-12 Target/Results State Results	2012-2013 Target/Results State Results
Task B: Identify students' readiness to score at or above state averages: Overall: English Overall: Algebra Overall: Physical Science Overall: US History	64.0% 63.0% 54.7% 42%	68.7% 65.0% 55.1% 43.8%	73.3% 67.0% 55.6% 45.5%	78% 69% 56% 47.3%	
1) English -African American 2) English -Hispanic 3) English -Limited English Proficient 4) English -Subsidized Meals	52.0% 57.2% 50.7% 55.2%	56.3% 50.6% 46.8% 50.6%	51.4% 56.7% 50.6% 51.9%		
5) Algebra -African American 6) Algebra -Hispanic 7) Algebra -Limited English Proficient 8) Algebra -Subsidized Meals	65.3% 75.9% 74.9% 68.9%	47.4% 69.9% 63.5% 63.2%	45.5% 68.8% 65.6% 59.5%		
9) Physical Science -African American 10) Physical Science -Hispanic 11) Physical Science -Limited English Proficient 12) Physical Science -Subsidized Meals	36.8% 47.6% 43.7% 40.4%	19.6% 41.0% 39.4% 30.0%	28.6% 42.7% 42.5% 38.1%		
13) US History -African American 14) US History -Hispanic 15) US History -Limited English Proficient 16) US History -Subsidized Meals	22.6% 37.3% 28.4% 26.2%	12.1% 25.3% 19.7% 20.7%	36.7% 44.6% 41.8% 41.2%		

*data work still in progress

Indicator	Baseline (08-09)	2009-10 Target/Results	2010-11 Target/Results	2011-12 Target/Results	2012-2012 Target
Objective 3.1.2: Identify and provide additional services to targeted groups.					
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	50%	65%/>65%	85%/100%	100%	100%
Task B: Provide mentoring via Expectations Coach for seniors at risk of not graduating	60%	80%/>80%	90%/>90%	100%/>90%	100%
Task C: Offer tutoring both at school and off campus to students in targeted subgroups	Monthly	Biweekly/ Weekly	Biweekly/ Weekly	Weekly	Weekly
Indicator	Baseline (08-09)	2009-10 Target/Results	2010-11 Target/Results	2011-12 Target/Results	2012-2012 Target
Objective 3.1.3: Allocate resources to accommodate the specific needs of these subgroups					
Task A: Prioritize class assignments to students in targeted subgroups (NGA and SIOP)	<50%	50%	70%	90%	100%
Task B: Facilitate professional development to support differentiated instruction strategies (number refers to opportunities offered each year) SIOP Ruby Payne Book Study EAL Enrichment CATE Completer courses GT/AP/IB Training	0	1	2/3	2/4	3
Task C: Differentiate curriculum maps to include strategies and assessments to support these subgroups	Begin Curriculum Maps	25%	25%	100%	100%

² Based on Seniors at risk to not graduate

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source(s)	Implementation Indicators	11-12 Progress
Objective 3.1.1: Analyze scores for the subgroups for passing EOCs and HSAP proficiency.						
Task A: Identify students at the cusp for proficient achievement level on HSAP	yearly	Math and English Teachers	0	n\a	Use USA Test Prep Benchmark Tests	On going
Task B: Identify students' readiness to score at or above state averages: English I Algebra I Physical Science US History	Spring Semester	Teachers	0	n\a	Use MAP scores and the RIT score benchmark for each subject in the NGA Use USA Test Prep Benchmark tests	On going
Objective 3.1.2: Identify and provide additional services to targeted groups.						
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	Beginning of school year, end of 1 st semester, and 3 rd quarter	Expectations Team and faculty	0	n\a	Review grades and facilitate credit recovery following district policy.	On going

****All data available through the school report card should be used; additional data should be collected from other state and national sources**

COLLEGE ACCEPTANCES CLASS OF 2012

Agnes Scott College	Furman University	Southern Oregon University
Allen University	George Mason University	Southern Wesleyan University
American University	Georgia Southern University	Spelman College
Amherst College	Georgia State University	St. Lawrence University
Appalachian State University	Glendale Community College	Technical College of the Lowcountry
Arizona State University	Greenville Technical College	Temple University
Armstrong Atlantic State	John Hopkins University	Tri-County Technical College
Art Institute of Atlanta	Johnson C. Smith	Trident Technical College
Barry University	Johnson and Wales	Universidad del Valle de Mexico
Beauty Empire Cosmetology	Lander	University of Alabama
Belmont University	Lee-McRae College	University of Central Florida
Berry College	Loyola University New Orleans	University of Georgia
Boston University	Mars Hill College	University of Maine
Carnegie Mellon University	Maryland Institute College of Art	University of Miami
Catawba College	Massachusetts Institute of Technology	University of Mississippi
Catholic University of America	Massachusetts Maritime Academy	University of North Carolina Charlotte
Charleston Southern University	Midlands Technical College	University of North Florida
The Citadel	Morris College	University of Pennsylvania
Claflin University	Newberry College	University of Rochester
Clemson University	New York University	University of South Carolina
Coastal Carolina University	NC State University	University of South Carolina Beaufort
Coker College	North Greenville University	University of Toronto
College of Charleston	Oglethorpe University	University of Utah
Columbia College	Ohio State at Newark	University of Virginia
Converse College	Ohio University	University of West Florida
Duquesne University	Oklahoma Panhandle State University	Valdosta State University
Eastern Oregon University	Old Dominion University	Washington University in St. Louis
Eckerd College	Oxford College of Emory University	Wesleyan University
Emory University	Pennsylvania State University	Winthrop University
Florida Atlantic University	Rhodes College	
Florida Southern University	Robert Morris University	
Florida State University	Rollins College	
Fordham University	Savannah College of Art & Design	
Francis Marion University	South Carolina State University	

- **COLLEGE ATTENDANCE:** 93% of Hilton Head Island High seniors attended college. The 230 graduates of the class of 2012 received 295 acceptances from 103 different colleges and universities. The Hilton Head Island High School SAT Average is 1473 and 92% of the senior class attempted the exam.
- **GRADING SYSTEM:** Grades are computed by using the South Carolina uniform grading scale of 0-5.87 with Honors, AP, and IB courses receiving additional weight. Transfer grades in courses carrying Carnegie units will be converted to the scale according to the South Carolina Grade Point Conversion Table.
- **GRADUATION REQUIREMENTS:** Minimum graduation requirements by credit are (24): English, 4; Mathematics, 4; Science, 3; Social Science, 3; Foreign Language, 1; P.E. or ROTC, 1; Computer, 1 and Electives, 7.
- **INTERNATIONAL BACCALAUREATE PROGRAM:** The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations designed for highly motivated secondary school students during their junior and senior years. The preparation for the IB Program begins in the 9th and 10th grade honors program of study. The student must commit to the diploma program of study as he/she enters grade 11. Course offering include both High Level and Standard Level Classes in English, History, Science, Math, Computer SL, Business SL and "The ARTS."
- **ADVANCED PLACEMENT COURSES OFFERED:** Biology, Physics, Calculus AB/BC, English Language, English Literature, Environmental Science, European History, World History, US History, French Language, French Literature, Music Theory, Psychology, Spanish Language, Spanish Literature, and Studio Art.
- **SPECIAL EDUCATION:** Hilton Head Island High School provides services to support the education of students who are visually impaired/blind, hearing impaired/deaf, developmentally disabled, emotionally disabled, learning disabled, orthopedically impaired, Autism and other health impairments
- **TESTS:** Hilton Head Island High School employs a multiple battery of tests including SCOIS; MAP; HSAP (High School Assessment Program - State mandated); PLAN; PSAT; ACT; SAT as well as End of Course Exams in Algebra I, English I, Biology and US History.

CODE NUMBER: 411033

Hilton Head Island High School provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability or veteran status.

- **BEAUFORT COUNTY SCHOOL DISTRICT VISION STATEMENT:** We envision that Beaufort County School District, in collaboration with an engaged community, is committed to actively ensuring that each learner develops his/her potential by providing an excellent education in a safe, nurturing, learning environment.
- **MISSION:** To ensure excellence in education for every learner that prepares each with the knowledge, skills and personal responsibility to succeed in a rapidly changing global society.
- **SCHOOL:** Hilton Head Island High School is a modern comprehensive public four-year school, grades 9-12, with an enrollment over 1100 students. The school population consists of 56% white; 15% black; 27% Hispanic, 1% Asian and 1% other. 18 % of the school population receives Academic GT services and 5.2% receive Artistic GT services. Hilton Head Island High School was awarded the Palmetto Gold School Award as an excellent school, two years in a row, by South Carolina's Gold & Silver Awards Program and The Red Carpet Award for 2010-2013 given by the South Carolina Department of Education, and, based upon AP and IB testing ratios, Hilton Head Island High School was listed 550th out of the top 1900 schools in the United States by The Washington Post for 2010-2011. Hilton Head Island High School is also the top high school in the state of South Carolina for the 2012 school year and won the award of Palmetto Finest.
- **COMMUNITY:** Hilton Head Island is a unique area of 40,000 permanent residents located in Beaufort County, 35 miles from Beaufort, South Carolina and Savannah, Georgia. The area's standards of excellence and financial support of quality education are evidenced in the school's partnerships with the Island School Council of the Arts, The Community Foundation of the Lowcountry, Chamber of Commerce and The Art Center of Coastal Carolina, The Technical College of the Lowcountry, and The University of SC – Beaufort.
- **FACULTY:** The school has 69 teaching staff members.
- **ACADEMIC AWARDS:** Hilton Head Island High School's class of 2012 included 13 IB Diploma Candidates, 1 U. S. Presidential Scholars Program Nominee, 1- National Achievement Scholarship Program Student, 15- Palmetto Fellows Scholars, 45- Life Scholar Candidates, 28- Hope Scholar Candidates. Scholarship earnings were in excess of 3.4 million dollars.
- **ATHLETICS:** Hilton Head Island High School offers one of the most comprehensive and successful athletic programs in South Carolina. We offer 21 varsity sports and 12 junior varsity sports. In 2010-11 the Seahawks were crowned State Champions in Boys Cross Country and Girls Tennis. We were also blessed to have individual State Champions in Boys Cross Country, Girls Swimming, Girls Tennis and Girls Soccer. Along with these State Champions, HHIHS Boys Soccer, and Girls Cross Country were State Runners-Ups. The Seahawks won Region Titles in Cross Country, Girls Basketball, Boys and Girls Soccer, Boys Lacrosse, and Swimming. We were awarded the AAA Athlete Directors Cup by the SCHSL for the 2011 and 2012 school years for the most teams in 3A to win region and state titles.
- **CLUBS:** Hilton Head Island High School offers a variety of service, social and honorary club memberships. Among these are Model United Nations, National Honor Society, Mu Alpha Theta, Zonta, Student Government, National French Honor Society, National Spanish Honor Society, Interact, and National Music Honor Society.

Professional Development for HHHS

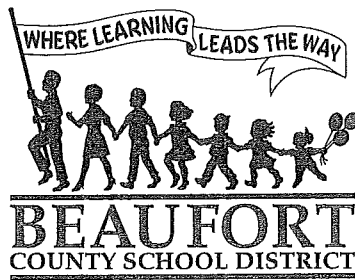
Month	Faculty meetings (1 st Wed)	PLC mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other
September	ESOL Best Practices	Develop goals	Anne Bender- Technology needs for the classroom
October	9GR and graduation rate Best Practices	"Dealing with parents"	Data Training (Ms Brooke Rowe)
November	Technology follow up with Anne Bender Best Practices	Literacy	Data training (Ms Brooke Rower) MYP training for teachers-update (refresher)
December	Best Practices	Technology	Alternative school review
January	ESOL Best Practices	IB	Professional Learning Communities
February	Motivational speaker/incentives Best Practices	Numeracy	Task Force on ACT and SAT
March	ELDA Best Practices	Data University	EOC crash course
April	HSAP Best Practices	Testing season	Student Life
May	IB and AP Best Practices		Set theme for next year/wrap up

Other:

IB Meetings every third Wednesday

Curriculum meetings every Fourth Wednesday

Best Practices every Fifth Wednesday



August 23, 2011

Amanda O'Nan
Hilton Head Island High
70 Wilborn Road
Hilton Head Island, SC 29926

Dear Amanda,

Thank you for meeting with me and Dr. Alford recently to review performance for 2010-11 and to set goals for 2011-12 school year. While our meeting was primarily focused on instructional services, all areas of school leadership were considered in our assessment of last year's progress and next year's goals. We will follow up on areas cited as needing our attention. Dr. Alford and I enjoyed our discussion about data as evidenced by the dashboards for last year. We suggest you consider sending a team to SIT training since data indicate the SIT process may not be optimum. We were impressed by your clear vision for a focused and successful new school year at Hilton Head Island High.

Amanda, our team's pledge is to assist in any way we can to accomplish higher achievement for your students. We strive to provide the tools and resource support to ensure you can reach the high levels of success we seek together. We appreciate your stretching your school community toward high expectations for every learner. We value you and your leadership and are here if you need us, anytime.

Sincerely,

A handwritten signature in cursive script, appearing to read "Valerie".

Valerie Truesdale, Ph. D.
Superintendent

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2010 – June 30, 2011

Name of Evaluators: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

SEE ATTACHED

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

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—	—	—	—	—
—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

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STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	—	—	—	—	—
5. Uses appropriate oral and written communication skills.	—	—	—	—	—

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth.	—	—	—	—	—
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.	—	—	—	—	—
3. Encourages staff to set goals for professional growth.	—	—	—	—	—
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.	—	—	—	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.	—	—	—	—	—
2. Establishes and maintains a professional network with other administrators.	—	—	—	—	—
3. Complies with district and state professional development requirements.	—	—	—	—	—
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.	—	—	—	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.	—	—	—	—	—
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.	—	—	—	—	—
3. Visits classrooms regularly for purpose of supervising instruction.	—	—	—	—	—
4. Holds self and staff accountable for improving student achievement.	—	—	—	—	—

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

Met Not Met

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)

COMMENTS:

TBD

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

✓

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

Attention to facts.

✓

PLANNING

Signature Valerie Thuesdall Date 8.24.10
Evaluator
Signature Sean Pyle Date 8-24-10
Reviewer (As Applicable)
Signature Amanda Orr Date 8-24-10
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U
	<input checked="" type="checkbox"/>			

*could change
once data are in*

JUSTIFICATION: (Must be provided for NI or U)

*Continue to focus on achievement.
Excellent growth as school
leader. Supervision is an
issue (specific examples).*

Signature Thuesdall Date 8.20.11
Evaluator
Signature Sean Pyle Date 8.22.11
Reviewer (As Applicable)
Signature Amanda Orr Date 8-22-11
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan Area of Responsibility:

Evaluation Period From:

Name of Evaluators: Debbie Brown

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

SEE ATTACHED

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
—	—	—	—	—
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—	—	—	—	—
—	—	—	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.

worked well w/ HR to staff.

—	—	—	—	—
—	—	—	—	—
—	—	X	—	—
—	—	X	X	—

more objectivity and less fear

comment

5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.

Level of Performance				
SE	EE	ME	NI	U
X	—	—	—	—
X	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.
5. Manages conflict and crisis situations in an effective and timely manner.
6. Deals with student misconduct in a prompt and effective manner.

<i>Good growth in these areas.</i>				
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.
2. Participates in school and community activities.
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.
4. Responds to diverse community interests and needs.
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.

<i>A good community coordinator</i>				
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.
2. Models respect, understanding, sensitivity, and appreciation for all people.
3. Adheres to local, state and federal requirements.

—	—	—	—	—
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—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.
3. Communicates effectively with stakeholders to support school and district goals.
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.
5. Uses appropriate oral and written communication skills.

<i>Developed</i>				
—	—	—	—	—
—	—	—	—	—
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STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff

Level of Performance				
SE	EE	ME	NI	U

- development activities that promote the achievement of district goals and staff growth.
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.
 3. Encourages staff to set goals for professional growth.
 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.

—	—	—	—	—
—	—	—	—	—
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—	—	—	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.
2. Establishes and maintains a professional network with other administrators.
3. Complies with district and state professional development requirements.
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.

—	—	—	—	—
—	—	—	—	—
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—	—	—	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.
3. Visits classrooms regularly for purpose of supervising instruction.
4. Holds self and staff accountable for improving student achievement.

—	—	—	—	—
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—	—	—	—	—
—	—	—	—	—

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: O'Nan - HHIHS

Area of Responsibility:

Evaluation Period From:

Name of Evaluators: Alford

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

SEE ATTACHED

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	_X_	—	—	—
—	_X_	—	—	—
—	—	_X	—	—
—	_X	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	_X_	—	—
—	—	_X_	—	—
—	—	_X_	—	—
—	X_	—	—	—
—	—	X_	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

X_	—	—	—	—
X	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	<u>X</u>	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	<u>X</u>	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	<u>X</u>	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	<u>X</u>	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	<u>X</u>	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	<u>X</u>	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	<u>X</u>	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	<u>X</u>	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	<u>X</u>	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	<u>X</u>	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	<u>X</u>	—	—
2. Participates in school and community activities.	<u>X</u>	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	<u>X</u>	—	—
4. Responds to diverse community interests and needs.	—	<u>X</u>	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	<u>X</u>	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	<u>X</u>	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	<u>X</u>	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	<u>X</u>	—	—	—	—
3. Adheres to local, state and federal requirements.	<u>X</u>	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	<u>X</u>	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	<u>X</u>	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	<u>X</u>	—	—

	Level of Performance				
	SE	EE	ME	NI	U
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	—	—X	—	—	—
5. Uses appropriate oral and written communication skills.	—	—X	—	—	—

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth.	—	—X	—	—	—
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.	—	—X	—	—	—
3. Encourages staff to set goals for professional growth.	—	—	X	—	—
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.	—	—	—X	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.	—	—	X	—	—
2. Establishes and maintains a professional network with other administrators.	—	—	—X	—	—
3. Complies with district and state professional development requirements.	—	—	—X	—	—
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.	—	—	X	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.	—	X	—	—	—
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.	—	—X	—	—	—
3. Visits classrooms regularly for purpose of supervising instruction.	—	—X	—	—	—
4. Holds self and staff accountable for improving student achievement.	—X	—	—	—	—

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

General Performance Characteristics – Functional Qualities	SE	EE	ME	NI	U	Comments and/or Recommended Improvement
1. Relationships with others						
2. Dependability						
3. Job Knowledge						
4. Attendance						
5. Punctuality						
6. Confidentiality						

COMMENTS:

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

Met Not Met

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)

COMMENTS:

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING

Signature _____ Date _____
Evaluator

Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U

JUSTIFICATION: (Must be provided for NI or U)

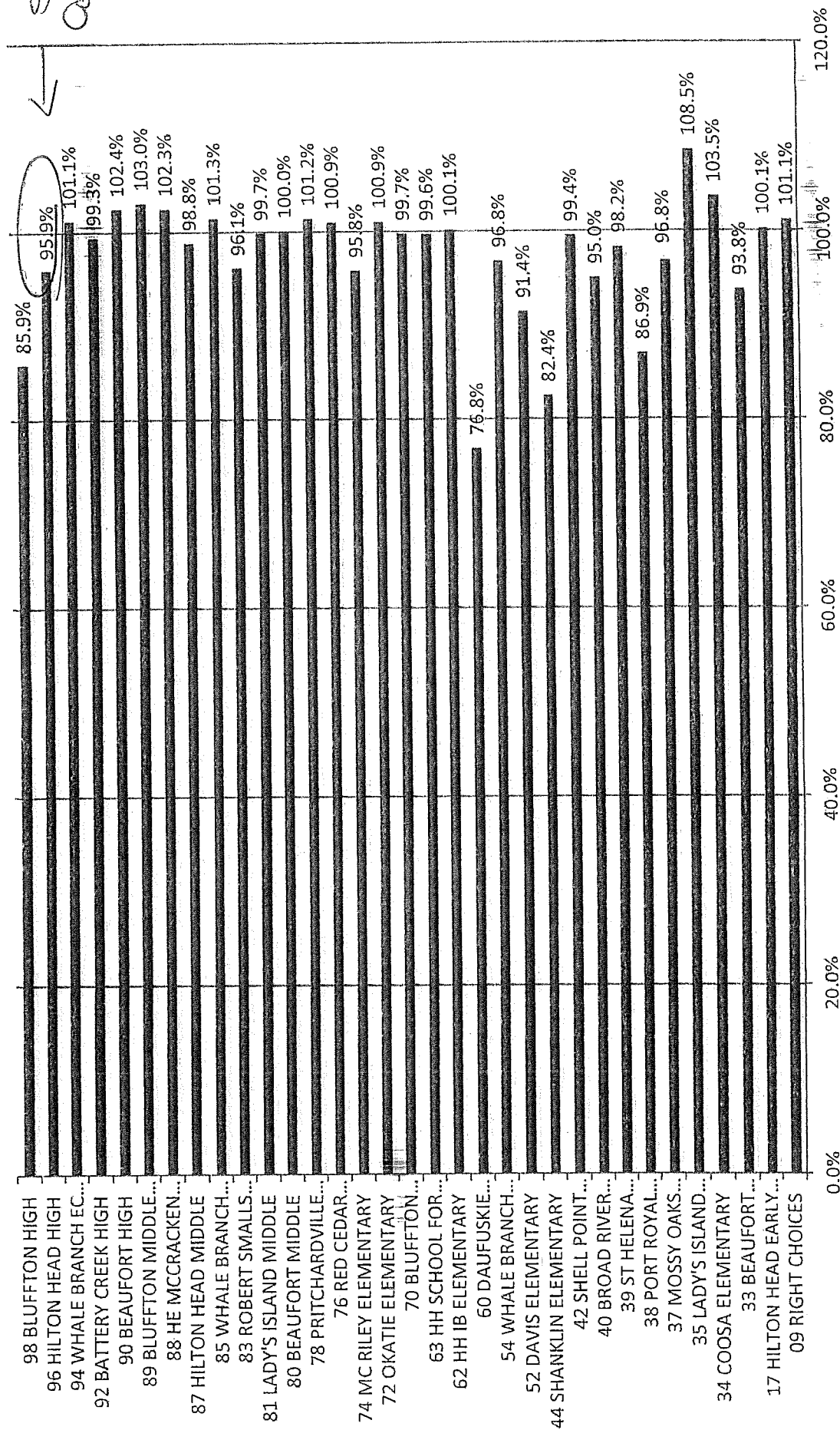
Signature _____ Date _____
Evaluator

Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Percent of FY11 General Fund Non-Salary Amended Budget Spent by School



Human Resources Review: 2010-2011

School: Hilton Head High

Principal: Elizabeth O'Nan

Area	Indicator	Rating; Number/Percentage			Comments
		W	B	O	
Diversity	Student Body	57.45%	14.91%	27.64%	
	Staff	82.46%	14.04%	3.51%	

Safety	Completion of Safe School Training	98%		
	Work Comp Claims Reported within 3 days	50%		

Teacher Support	Number of School –based Mentors	5		
	Number of SAFE-T trained Evaluators	12		
	SAFE-T Trained Evaluator	Yes		

Evaluations	GBE Evaluations completed / submitted	Yes		
	Classified Evaluations completed/ submitted	22/24		

Volunteers	Number of Approved Volunteers	122		
------------	-------------------------------	-----	--	--

Attendance/Sub Report: See Attached

Beaufort County School District Principal Evaluation Rating Form
2010/2011 School Year

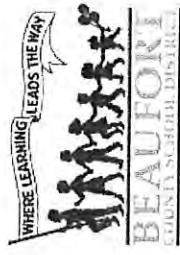
Principal Name	Standard One	Standard Two	Standard Three	Standard Four	Standard Five
Elizabeth O'Nan	Vision	Leadership	Effective Management	Climate	School & Community Relations
	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U
	Standard Six	Standard Seven	Standard Eight	Standard Nine	Standard Ten
	Ethical Behavior	Interpersonal Skills	Staff Development	Self Professional Development	Student Achievement
	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U

TBD

extension to facts: be precise

Beaufort County School District School Dashboard

School Hilton Head Island High School
Principal Elizabeth O'Nan



180th Day Enrollment	
2010-2011	1127
2011-2012	1138

Average Daily Membership	
2010-2011	1163.16
2011-2012	1153.93

Average Daily Attendance	
2010-2011	1120.38
2011-2012	1104.12

Homebound	
2010-2011	25
2011-2012	21

SIT Referrals	
2010-2011	20
2011-2012	7

Out of Zone Requested School	
2010-2011	48
2011-2012	74

Out of Zone Leaving School	
2010-2011	8
2011-2012	5

Behavior Management Specialist Referrals	
2010-2011	260
2011-2012	328

Disciplinary Hearings	
2010-2011	39
2011-2012	44

Suspensions	
2010-2011	230
2011-2012	146

Expulsions	
2010-2011	4
2011-2012	5

Right Choices Placements	
2010-2011	23
2011-2012	22

Homeless	
2010-2011	3
2011-2012	1

PBIS Implementation Status	
2010-2011	Emerging
2011-2012	Year 1

Students with IEP's Suspended for More Than 10 Days

School	Before Verification			After Verification		
	ISS	OSS	Total	ISS	OSS	Total
Battery Creek High	0	3	3	0	2	2
Beaufort High	0	4	4	0	4	4
Hilton Head Island High	0	1	1	0	0	0
Beaufort Middle	0	2	2	0	*2	2
H. E. McCracken Middle	9	2	11	10	0	10
Hilton Head Island Middle	5	2	7	5	2	7
Lady's Island Middle	6	5	11	6	4	10
Robert Smalls Middle	0	2	2	0	1	1
Whale Branch Middle	2	0	2	2	*1	1
Mossy Oaks Elementary	0	2	2	0	2	2

*One student at each of these schools was not listed on the original lists. Both were transfer students who attended a partial year at the current school.

Pritchardville and Bluffton High received spreadsheets but did not have and students had more than 10 days of suspensions. Both had 2 students with only 10 days. These schools were removed from the list.

HILTON HEAD HIGH (96)

Reason (Unit in Whole Days)	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
3011-ANNUAL VACATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3021-PERSONAL ILLNESS	0.0	78.0	57.0	54.0	69.0	105.0	0.0	363.0
3022-FAMILY ILLNESS	0.0	11.0	18.0	12.0	9.0	8.0	0.0	58.0
3023 MATERNITY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3024-FMLA	0.0	7.0	7.0	6.0	5.0	7.0	0.0	32.0
3029 PERSONAL LEAVE	0.0	4.0	2.0	4.0	5.0	13.0	0.0	28.0
3031 JURY DUTY/LEGAL LEAVE	0.0	2.0	2.0	1.0	0.0	0.0	0.0	5.0
3041-BEREAVEMENT/3 DAYS	0.0	1.0	0.0	0.0	2.0	1.0	0.0	4.0
3042-BEREAVEMENT/5 DAYS	0.0	5.0	4.0	4.0	4.0	4.0	0.0	21.0
3061-RELIGIOUS LEAVE	0.0	1.0	0.0	0.0	1.0	0.0	0.0	2.0
3071-PROF. LEAVE/SCHOOL BUS.	0.0	25.0	23.0	35.0	38.0	47.0	0.0	168.0
3072 PROF. LEAVE/DISTRICT BUS.	0.0	1.0	7.0	1.0	3.0	4.0	0.0	16.0
3092 Leave Without Pay	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3101- MILITARY LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3111 Administrative leave	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3261 Worker's Comp	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3333-Comp. Hours Used	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0
3999-VACANT POSITION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C01-EMERGENCY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C02-ILLNESS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R01-DECLINE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R02-SCHEDULED APPOINTMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R03-JURY DUTY/BEREAVEMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R04-ASSIGNMENT ELSEWHERE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals:	0.0	135.0	120.0	117.0	136.0	190.0	0.0	698.0

Percentage by Day

Sunday	0.0%
Monday	19.3%
Tuesday	17.2%
Wednesday	16.8%
Thursday	19.5%
Friday	27.2%
Saturday	0.0%

Percentage by Reason

3011-ANNUAL VACATION	0.0%
3021-PERSONAL ILLNESS	52.0%
3022-FAMILY ILLNESS	8.3%
3023 MATERNITY	0.0%
3024-FMLA	4.6%
3029 PERSONAL LEAVE	4.0%
3031 JURY DUTY/LEGAL LEAVE	0.7%
3041-BEREAVEMENT/3 DAYS	0.6%
3042-BEREAVEMENT/5 DAYS	3.0%
3061-RELIGIOUS LEAVE	0.3%
3071-PROF. LEAVE/SCHOOL BUS.	24.1%
3072 PROF. LEAVE/DISTRICT BUS.	2.3%

HILTON HEAD HIGH (96) (continued)

Percentage by Reason (continued)

3092 Leave Without Pay	0.0%
3101- MILITARY LEAVE	0.0%
3111 Administrative leave	0.0%
3261 Worker's Comp	0.0%
3333-Comp. Hours Used	0.1%
3999-VACANT POSITION	0.0%
C01-EMERGENCY	0.0%
C02-ILLNESS	0.0%
R01-DECLINE	0.0%
R02-SCHEDULED APPOINTMENT	0.0%
R03-JURY DUTY/BEREAVEMENT	0.0%
R04-ASSIGNMENT ELSEWHERE	0.0%

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2011 – June 30, 2012

Name of Evaluators: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

SEE ATTACHED

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	—	—	—	—	—
5. Uses appropriate oral and written communication skills.	—	—	—	—	—

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth.	—	—	—	—	—
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.	—	—	—	—	—
3. Encourages staff to set goals for professional growth.	—	—	—	—	—
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.	—	—	—	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.	—	—	—	—	—
2. Establishes and maintains a professional network with other administrators.	—	—	—	—	—
3. Complies with district and state professional development requirements.	—	—	—	—	—
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.	—	—	—	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.	—	—	—	—	—
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.	—	—	—	—	—
3. Visits classrooms regularly for purpose of supervising instruction.	—	—	—	—	—
4. Holds self and staff accountable for improving student achievement.	—	—	—	—	—

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

Met Not Met

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)

COMMENTS:

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING

Signature _____ Thurndale _____ Date 8.20.11
Evaluator

Signature _____ [Signature] _____ Date 8.22.11
Reviewer (As Applicable)

Signature _____ Amanda Abu _____ Date 8.22.11
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U

JUSTIFICATION: (Must be provided for NI or U)

Signature _____ Date _____
Evaluator

Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Brown, Jeannette

From: Truesdale, Valerie
Sent: Sunday, August 29, 2010 7:29 PM
To: Brown, Jeannette
Subject: SIOP training : print to include w/ eval documents

Dear Principals,

The data below are disturbing. SIOP training is an important expectation for you to set for your staff in schools with high concentrations of Hispanic learners.

Valerie

From: Alford, Ahmed Sean
Sent: Sat 7/31/2010 2:14 AM
To: Truesdale, Valerie
Subject: Mandated SIOP training

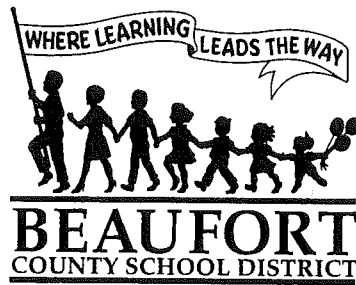
When asked to estimate the percentage of their staff who had received at least 15 hours of SIOP training, the following information was shared by principals:

HHIHS - 25%
HHIMS - 50%
HHSCA - 30%
HHIBE - 35%
HEMMS - 75%
OES - 45%
PVES - 25%
BLES - 10%
MCRES - 35%
RCES - 75%

Considering, I feel comfortable with the two year phase in - 50% trained by the end of 2010-11 and 100 % trained by the end of 2011-12.

Please advise how you'd like to proceed.

Sean



August 30, 2010

Amanda O'Nan
Hilton Head Island High School
70 Wilborn Road
Hilton Head Island, SC 29926

Dear Amanda,

Thank you for meeting with Dr. Alford and me recently to review progress toward last year's goals and discuss goals for this new school year. We enjoyed visiting with you about your vision for Hilton Head Island High. At our meeting, we discussed the ten principal evaluation standards and shared data for student behavior as well as staff data and financial information. The student achievement dashboard was the primary focus of our meeting. We will follow up on the specific areas you cited as needing assistance.

Thank you for your attention to the many complex details of leading a comprehensive community-engaged school. We appreciate your stretching your staff to their highest levels of teaching effectiveness as we strive to help our students reach their academic, social and emotional potential.

Please know your leadership is valued. Our district team is here to support you as you strive to meet the goals for your school.

Sincerely,

A handwritten signature in cursive script that reads "Valerie".

Valerie Truesdale, Ph. D.
Superintendent

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2009 - June 30, 2010

Name of Evaluator: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

Level of Performance
SE EE ME NI U

SEE ATTACHED

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

All completed

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

- | | Level of Performance | | | | |
|--|----------------------|----|----|----|---|
| | SE | EE | ME | NI | U |
| 4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. | — | — | — | — | — |
| 5. Uses appropriate oral and written communication skills. | — | — | — | — | — |

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth. | — | — | — | — | — |
| 2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development. | — | — | — | — | — |
| 3. Encourages staff to set goals for professional growth. | — | — | — | — | — |
| 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth. | — | — | — | — | — |

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develops and implements an appropriate plan for self professional development consistent with school and district goals. | — | — | — | — | — |
| 2. Establishes and maintains a professional network with other administrators. | — | — | — | — | — |
| 3. Complies with district and state professional development requirements. | — | — | — | — | — |
| 4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals. | — | — | — | — | — |

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Analyzes data to identify opportunities for improvement. | — | — | — | — | — |
| 2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets. | — | — | — | — | — |
| 3. Visits classrooms regularly for purpose of supervising instruction. | — | — | — | — | — |
| 4. Holds self and staff accountable for improving student achievement. | — | — | — | — | — |

All Composite

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

General Performance Characteristics - Functional Qualities		SE	EE	ME	NI	U	Comments and/or Recommended Improvement
1. Relationships with others			✓				
2. Dependability			✓				
3. Job Knowledge				✓			
4. Attendance				✓			
5. Punctuality				✓			
6. Confidentiality				✓			

COMMENTS:

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.		
OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)		
COMMENTS:	Met	Not Met
	_____	_____
		✓

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.		
OBJECTIVE AND COMPLETION DATE:		
COMMENTS:		
	_____	_____
		✓

Will need diversity and build content strength

3. Goal: Works well with the district leadership team.		
OBJECTIVE AND COMPLETION DATE:		
COMMENTS:		
	_____	_____
	✓	

PLANNING

Signature Valerie Muesdale Date 9/23/09
Evaluator

Signature Valerie Muesdale Date _____
Reviewer (As Applicable)

Signature Amanda Olson Date 9/24/09
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U
		<input checked="" type="checkbox"/>		

JUSTIFICATION: (Must be provided for NI or U)

Amanda is a talented leader.
Areas of growth include hiring
diverse staff and building content
strength.
Student achievement focus is essential.
Amanda has built a superb climate
in her school.

Signature Valerie Muesdale Date 8.23.10
Evaluator

Signature [Signature] Date 8-24-10
Reviewer (As Applicable)

Signature Amanda Olson Date 8.24.10
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Beaufort County School District Principal Evaluation Rating Form

2009-2010 2010/2011 School Year

Principal Name	Standard One	Standard Two	Standard Three	Standard Four	Standard Five
Elizabeth O'Nan	Vision	Leadership	Effective Management	Climate	School & Community Relations
	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U
	Ethical Behavior	Standard Six	Standard Seven	Standard Eight	Standard Nine
	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U
	Interpersonal Skills	Standard Ten	Self Professional Development	Student Achievement	
	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U

until all data are received

pms Frank Holland does a great job per Amanda.

Note: Level of Performance Circle One (SE, EE, ME, NI, U)

Beaufort County School District School Dashboard

School Hilton Head Island High School
Principal Elizabeth O'Nan

180th Day Enrollment	
2009-2010	1136
2010-2011	1127

SIT Referrals	
2009-2010	37
2010-2011	20

Disciplinary Hearings	
2009-2010	27
2010-2011	39

Homeless	
2009-2010	0
2010-2011	3

Average Daily Membership	
2009-2010	1203.50
2010-2011	1163.16

Out of Zone Requested School	
2009-2010	47
2010-2011	48

Suspensions	
2009-2010	189
2010-2011	230

PBIS Implementation Status	
2009-2010	
2010-2011	Emerging

Average Daily Attendance	
2009-2010	1069.33
2010-2011	1120.38

Out of Zone Leaving School	
2009-2010	0
2010-2011	8

Expulsions	
2009-2010	2
2010-2011	4

Homebound	
2009-2010	26
2010-2011	25

Behavior Management Specialist Referrals	
2009-2010	298
2010-2011	260

Right Choices Placements	
2009-2010	6
2010-2011	23



minority achievement
SIT training perhaps

Overall Absence Analysis

8/2/09 - 6/15/10

HILTON HEAD HIGH (96)

Reason (Unit in Partial Days)	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
3011-ANNUAL VACATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3021-PERSONAL ILLNESS	0.0	75.0	59.0	67.5	65.0	134.0	7.0	407.5
3022-FAMILY ILLNESS	0.0	17.0	16.0	15.0	16.0	20.0	0.0	84.0
3023 MATERNITY	0.0	11.0	12.0	12.0	11.0	10.0	0.0	56.0
3024-FMLA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3029 PERSONAL LEAVE	0.0	1.0	0.0	4.0	4.0	5.0	0.0	14.0
3031 JURY DUTY/LEGAL LEAVE	0.0	1.0	1.0	0.0	1.0	2.0	0.0	5.0
3041-BEREAVEMENT/3 DAYS	0.0	2.0	3.0	3.0	1.0	3.0	0.0	12.0
3042-BEREAVEMENT/5 DAYS	0.0	2.0	2.0	2.0	2.0	2.0	0.0	10.0
3061-RELIGIOUS LEAVE	0.0	1.0	0.0	0.0	1.0	1.0	0.0	3.0
3071-PROF. LEAVE/SCHOOL BUS.	0.0	27.5	33.5	39.0	51.5	47.0	0.0	198.5
3072 PROF. LEAVE/DISTRICT BUS.	0.0	0.0	2.0	2.0	6.5	2.0	0.0	12.5
3091 Leave Without Pay	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3101- MILITARY LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3111 Administrative leave	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3261 Worker's Comp	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3333-Comp. Hours Used	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0
C01-EMERGENCY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C02-ILLNESS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R01-DECLINE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R02-SCHEDULED APPOINTMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R03-JURY DUTY/BEREAVEMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R04-ASSIGNMENT ELSEWHERE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vacant Position	0.0	2.0	5.0	4.0	3.0	2.0	0.0	16.0
Totals:	0.0	140.5	133.5	148.5	162.0	228.0	7.0	819.5

Percentage by Day

Sunday	0.0%
Monday	17.1%
Tuesday	16.3%
Wednesday	18.1%
Thursday	19.8%
Friday	27.8%
Saturday	0.9%

Percentage by Reason

3011-ANNUAL VACATION	0.0%
3021-PERSONAL ILLNESS	49.7%
3022-FAMILY ILLNESS	10.3%
3023 MATERNITY	6.8%
3024-FMLA	0.0%
3029 PERSONAL LEAVE	1.7%
3031 JURY DUTY/LEGAL LEAVE	0.6%
3041-BEREAVEMENT/3 DAYS	1.5%
3042-BEREAVEMENT/5 DAYS	1.2%
3061-RELIGIOUS LEAVE	0.4%
3071-PROF. LEAVE/SCHOOL BUS.	24.2%
3072 PROF. LEAVE/DISTRICT BUS.	1.5%

HILTON HEAD HIGH (96) (continued)

Percentage by Reason (continued)

3091 Leave Without Pay	0.0%
3101- MILITARY LEAVE	0.0%
3111 Administrative leave	0.0%
3261 Worker's Comp	0.0%
3333-Comp. Hours Used	0.1%
C01-EMERGENCY	0.0%
C02-ILLNESS	0.0%
R01-DECLINE	0.0%
R02-SCHEDULED APPOINTMENT	0.0%
R03-JURY DUTY/BEREAVEMENT	0.0%
R04-ASSIGNMENT ELSEWHERE	0.0%
Vacant Position	2.0%

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2010 – June 30, 2011

Name of Evaluators: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

SEE ATTACHED

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	—	—	—	—	—
5. Uses appropriate oral and written communication skills.	—	—	—	—	—

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth.	—	—	—	—	—
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.	—	—	—	—	—
3. Encourages staff to set goals for professional growth.	—	—	—	—	—
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.	—	—	—	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.	—	—	—	—	—
2. Establishes and maintains a professional network with other administrators.	—	—	—	—	—
3. Complies with district and state professional development requirements.	—	—	—	—	—
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.	—	—	—	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.	—	—	—	—	—
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.	—	—	—	—	—
3. Visits classrooms regularly for purpose of supervising instruction.	—	—	—	—	—
4. Holds self and staff accountable for improving student achievement.	—	—	—	—	—

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

Met Not Met

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)

COMMENTS:

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING

Signature Valerie Muesdale Date 8.24.10
Evaluator

Signature [Signature] Date 8-24-10
Reviewer (As Applicable)

Signature Amanda Ober Date 8.24.10
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U

JUSTIFICATION: (Must be provided for NI or U)

Signature _____ Date _____
Evaluator

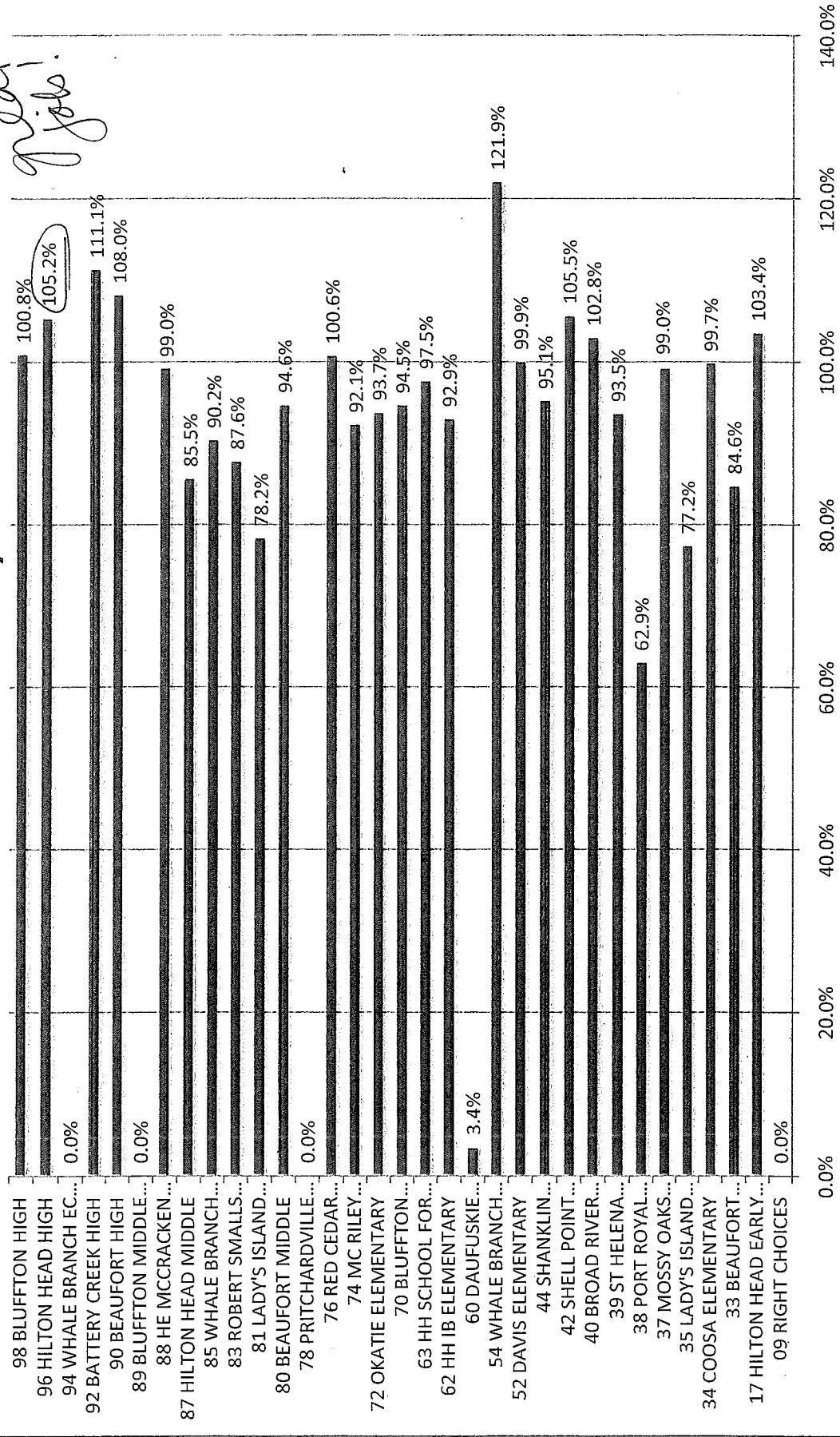
Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Percent of FY10 Non-Salary Adjusted Budget Spent by School

great job!



Academic Achievement Dashboard

Hilton Head Island High School

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

7. Establish and communicate clear expectations for benchmarked transitions to all stakeholders.

f) Tenth grade HSAP assessment based on ELA and Mathematics

Measure - Passing both sections on the first attempt

III. Ensure that testing takes place with reliability protocols

c) Establish standard comparison (between the students in Beaufort County and the performance of students at the state and national level

Measure - HSAP- first time takers will meet or exceed the state average for successfully passing two tests

Results Policy Performance Goal 17

The percent of students meeting the state standard on the High School Assessment Program Test (HSAP) will meet the state's average by the year 2010 and exceed it by six percent in the year 2012.

HSAP % Passing 1st Time	State	Met Goal
ELA	89.5	
Math	84.9	
Both	80.5	
Objectives met =		

HSAP % Passing 1st Time	Goal	Met Goal
ELA	89.5	63.0 yes
Math	84.9	63.0 yes
Both	80.5	63.0 yes
Objectives met =		3

LHSAP % Passing	State	Met Goal
2010		
Objectives met =		

LHSAP % Passing	Goal	Met Goal
2010	91.0	
Objectives met =		

Total HSAP Objectives Met =	3	of 8
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Results Policy Performance Goal 18

The percent of students meeting the state standard on the End of Course Test on English I, Algebra I, and Physical Science (HSAP) will meet the state's average by the year 2010 and exceed it by six percent in the year 2012. EOC goals - Increase percentages passing to 72.4 % or higher.

End of Course	% Passing	State	Met Goal
Algebra I	73.2		
English I	75.6		
Physical Sci	63.1		
U. S. History	38.9		
Objectives met =			

End of Course	% Passing	Goal	Met Goal
Algebra I	73.2	72.4	yes
English I	75.6	72.4	yes
Physical Sci	63.1	72.4	no
U. S. History	38.9	72.4	no
Objectives met =			

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

III. Ensure that testing takes place with reliability protocols

c) Establish standard comparison between the students in Beaufort County and the performance of students at the state and national level

Measures: ACT- students will score at or above the state composite average ACT performance.

SAT- students will score at or above the state composite average SAT performance

Results Policy Performance Goals 19 - 20

Goal 19: The percent of students meeting the state average on the ACT will meet the state's average by the year 2010 and reach the national average by the year 2012.

Goal 20: The percent of students meeting the state average on the SAT will meet the state's average by the year 2010 and reach the national average by the year 2012.

ACT	District	State	Met Goal
Composite			
23.2		20.0	yes
Objectives met =			

SAT	District	State	Met Goal
Composite			
Objectives met =			

Total ACT & SAT Objectives Met =

1

of 2

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task D

1. Increase the student graduation rate by 1% each year. District graduation rate goals - increase the percentage for report card to 80% and increase the 9th gr. success rate for students passing Algebra 1 and English 1 by the end of ninth grade.

Decrease drop-out rate, and retrieve dropouts.

Graduation Rate	2009	2010	Met Goal
	72.7	72.7	no
Objectives met =			0

Graduation Rate	District	Goal	Met Goal
72.7	69.1	80.0%	no
Objectives met =			0

9th GR	2009	2010	Met Goal
	63.2	65.5	yes
Objectives met =			1

Total Grad Rate Objectives Met =	1	of 3
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.3. Task A

1. Appropriately challenge students who are meeting or exceeding state standards.

Measure: Students participation in GT, Honors, or Advanced Classes, AP and IB. Goals are to increase participation by 5% and passing rate will increase 5%.

AP Tests Taken	2009	2010	Met Expectation
	414	446	yes
Objectives met =			1

AP % Passing	2009	2010	Met Expectation
	47	43	no
Objectives met =			0

IB Tests Taken	2009	2010	Met Expectation
	230		
Objectives met =			

IB % Passing	2009	2010	Met Expectation
	78		
Objectives met =			

Total AP and IB Objectives Met =	1	of 4
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Substantially Exceeds Expectations = 21-25 objectives met
Exceeds Expectations = 16 - 20 objectives met
Meets Expectations = 13 - 15 objectives met
Needs Improvement = 0 - 12 objectives met

Met AYP	
Palmetto Gold	
Palmetto Silver	
Closed Achievement GAP	yes
Objectives Met =	1

Total Objectives Met =	9	of 25
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Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passing Rate (20%)	97.0% or more	94.3%–96.9%	84.1%–94.2%	75.9%–84.0%	75.8% or less
First-attempt HSAP Passing Rate (20%)	93.0% or more	83.0%–92.9%	63.1%–82.9%	53.2%–63.0%	53.1% or less
% Scoring 70 or Above on End-of-Course Tests (20%)	75.5% or more	64.3%–75.4%	42.0%–64.2%	30.8%–41.9%	30.7% or less
On-time Graduation Rate (30%)	96.1% or more	84.0%–96.0%	59.6%–83.9%	47.4%–59.5%	47.3% or less
5-year Graduation Rate (10%)	97.0% or more	87.7%–96.9%	62.7%–87.6%	50.3%–62.6%	50.2% or less

6

Year	Range of Indices Corresponding to Absolute Rating			
	Excellent	Good	Average	School at Risk
2010 and beyond	3.40 and above	3.18–3.39	2.65–3.17	2.32–2.64 2.31 or below

Human Resources Review: 2009-2010

School: Hilton Head High

Principal: Elizabeth O'Nan

Area	Indicator	Rating; Number/Percentage			Comments
		W	B	O	
Diversity	Student Body	59.59%	14.45%	25.96%	
	Staff	80%	16.36%	3.64%	

Safety	Completion of Safe School Training	63%			get to 100%
	Work Comp Claims Reported within 3 days	100%			

Teacher Support	Number of School-based Mentors	8			great job!
	Number of SAFE-T trained Evaluators	12			
	SAFE-T Trained Evaluator	Yes			

Evaluations	GBE Evaluations completed / submitted	Yes			great job!
	Classified Evaluations completed/ submitted	24/25			

Volunteers	Number of Approved Volunteers	158			
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Attendance/Sub Report: See Attached

Schools	2006			2007			2008			2009			2010		
	Absolute Ind.	Adj.	Growth	HUG	Absolute Ind.	Adj.	Growth	HUG	Absolute Ind.	Adj.	Growth	HUG	Absolute Ind.	Adj.	Growth
Beaufort Elem	2.8	B	0.2	YES	2.7	B	0	NO	2.7	B	0.1	YES	2.4	B	94.8
Bluffton Elem	3.2	A	0.1	YES	3.1	A	0.1	YES	3.3	A	0.2	YES	3.2	G	98.3
Broad River Elem	2.9	A	-0.1	NO	3	A	0.2	YES	3.1	A	0.0	NO	2.8	A	94.6
Coosa Elem	3.6	G	0.1	YES	3.5	G	0	NO	3.6	G	0.0	NO	3.2	G	95.2
Daufuskie Elem	3.3	G	-0.3	NO	2.8	B	-0.4	NO	2.7	B	-0.2	NO	3.2	G	102.0
Hilton Head Early Childhood	4.4	E											3.7	G	
Hilton Head International Bacc	3	A	0	NO	3.1	A	0	NO	3.1	A	0.0	NO	2.9	A	97.0
Hilton Head School For Creativ	2.8	B	0	NO	2.7	B	0.1	YES	3.1	A	0.2	YES	3.2	A	97.8
James J. Davis Elem	2.6	B	-0.2	NO	2.6	B	0.1	NO	2.5	U	-0.1	NO	2.3	B	90.5
Joseph S Shanklin Elem	2.9	A	0.1	YES	2.9	B	0.1	YES	2.8	B	0.1	NO	2.6	B	93.9
Lady's Island Elem	3.3	G	0.1	YES	3.3	A	0	NO	3.4	A	0.0	NO	3.1	A	94.9
Michael C. Riley Elem	3.1	A	0	NO	3.1	A	0.1	YES	3.3	A	0.2	YES	3.1	A	97.0
Mossy Oaks Elem	3.4	G	0.1	YES	3.5	G	0.1	YES	3.5	G	0.1	YES	3.2	G	98.7
Okatie Elem	3.1	A	0	YES	3.1	A	0	NO	3.2	A	-0.1	NO	3.2	G	95.9
Port Royal Elem	2.8	B	0	NO	3	A	-0.1	NO	3.1	A	0.0	NO	2.8	A	93.6
Red Cedar Elementary															
Shell Point Elem	3.3	G	0	NO	3.3	A	0.1	YES	3.2	A	0.1	NO	2.9	A	94.7
St Helena Elem	2.4	U	-0.2	NO	2.4	U	-0.4	NO	2.4	U	-0.2	NO	2.5	B	94.1
Whale Branch Elem	2.4	U	-0.1	NO	2.3	U	-0.1	NO	2.5	U	0.2	YES	2.3	U	91.6
Beaufort Middle	3	A	-0.1	NO	3.1	A	0	NO	3.3	A	0.0	NO	3.3	G	94.7
H. E. McCracken Middle	2.7	B	-0.1	NO	2.8	B	-0.1	NO	3.0	B	0.1	NO	3.0	A	94.3
Hilton Head Middle	2.9	A	0	NO	2.9	B	-0.1	NO	3.0	B	0.1	NO	2.9	A	93.6
Lady's Island Middle	2.6	B	-0.1	NO	2.6	B	-0.2	NO	2.7	B	0.0	NO	2.7	A	93.5
Robert Smalls Middle	2.7	B	-0.1	NO	2.7	B	-0.1	NO	2.7	B	-0.1	NO	2.7	A	93.6
Whale Branch Middle	2.3	U	0	NO	2.3	U	0	NO	2.5	U	0.0	NO	2.6	B	93.3
Battery Creek High	2.6	B	-0.8	U	2.6	B	-0.2	NO	3.1	A	0.5	NO	2.7	B	-0.4
Beaufort High	3.1	A	0.1	A	2.8	B	-0.3	NO	3.4	A	0.6	NO	3.4	A	0.0
Bluffton High					2.8	B		N/AV	3.1	A	0.3	NO	3.4	A	0.3
Hilton Head High	3.6	A	-0.3	U	2.8	B	-0.6	NO	3.4	A	0.6	NO	3.4	A	0.0
Whale Branch Early College High					2.8	B		U	3.4	A	0.6	NO	3.4	A	0.0

Excellent E
Good G
Average A
Below Average B
At - Risk U

**SOUTH CAROLINA
PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN**

Academic School Year: 2010-11

District: Beaufort

Name of School: HH High School

Name of Principal: Amanda Onaw

Name of Evaluator: Valerie Innesdale Position

Professional Development (GBE) Goals for O’Nan

2010-2011

Goal: To monitor classroom instruction on a daily basis in order to improve student achievement with an overall rating of excellent on absolute and improvement rating, and meeting AYP.

Strategies:

- Develop a classroom monitoring schedule so all teachers are visited minimally once each day by a HHHS administrator.
- Discuss classroom visits in every weekly leadership meeting.
- Assign classroom teacher issues/concerns for further remediation to the instructional coach, content level administrator, or district consultant.
- Plan Staff Development based on needs cited from classroom visits.
- Revisit issues of concern on a repeat basis, until classroom teacher success is achieved.

Goal: Plan quality monthly staff development.

Strategies:

- Determine staff needs that directly influence student achievement from results of classroom visits.
- Meet with department heads to receive input concerning staff development needs.
- Determine whether book studies, Professional Learning Communities, or teacher-topic-specific staff development is appropriate.
- Evaluate the PD experiences monthly to determine on-going training.

Goals: To increase the number of students taking ACT and SAT.

To increase score performance of students taking ACT and SAT.

Strategies:

- Offer ACT/SAT prep classes and/or opportunities for test preparation for all students eligible for testing.
- Engage guidance counselors in ensuring that appropriate students are tested by producing brochures for parents and holding parent information meetings.
- Identify students who have taken SAT and ACT that are below national average and place in tutorial program

- Identify potential PSAT National Merit Scholars and place in tutorial program

Goal: To ensure all eligible students are placed in the Honors/AP/IB track beginning in their freshman year at HHIHS.

Strategies

- Challenge all students to reach their greatest potential.
- Require guidance counselors to meet with all rising 9th graders (in spring of their 8th grade year) in order to place them in appropriate, challenging classes as freshmen at HHIHS.
- Require 9th grade principal and 9th grade academy teachers to meet regularly throughout the school year with students and parents to monitor academic achievement.

Professional Development for HHIHS

Month	Faculty meetings (1 st Wed)	Department mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other
September	ESOL Best Practices	Develop goals	September 12 th -Bill Shetsky- Technology needs for the classroom
October	9GR and graduation rate Best Practices	"Dealing with parents"	Data Training (Ms Park)
November	Technology follow up with Bill Shetsky Best Practices	Literacy	Data training (Ms Park) MYP training for teachers
December	Best Practices	Technology	Alternative school review/iron out the kinks
January	ESOL Best Practices	IB	Professional Learning Communities
February	Motivational speaker/incentives Best Practices	Numeracy	Task Force on ACT and SAT
March	ELDA Best Practices	Data University	EOC crash course
April	HSAP Best Practices	Testing season	Student Life
May	IB and AP Best Practices		Set theme for next year/wrap up

Other:

IB Meetings every third Wednesday

developed ^{with} Dr. Howard ~~to~~ Amanda
Hilton Head Island High School ^{with her goals for year}

Category	Description	Evidence	Plan for Future
Instructional Program	Instructional Methods	Classroom delivery, promotion requirements, organization for instruction	Assess teachers through classroom observation, Expectation team, Connections (mentoring program)
	Core Curriculum	Challenging, aligned curriculum design	Continue to use rubicon atlas
	Enrichment	Student progression to more challenging course work	Align the course sequence, use of RIT scores
	Alternatives	Challenging content for diverse learners	Enhance alternative school; APEX, involve remedial courses
	Innovative Program	Character development, ethical judgment, special parent events	POA meetings, ESOL meetings, IB parent meetings, IGP, Financial Aide workshops, HS 101, Connections, MYP, freshman 101, AVID, Alternative School, APEX, Fitness Gram
	Career Emphasis	Appreciation for democratic values, guidance programs	IGP Plans, coordinate with ACE and TCL, Co-op, Internship, Dual enrollment, Senior Seminar

Technology Integration	Use in Curriculum	Content area curriculum, tool to foster high level outcomes	Tech Tuesdays, P-Boards, Bill Shetsky training, testview, MAP, APEX
	Integration of Technology	Improves management and program efficiency and effectiveness, interactive white boards, software programs	Rubicon, In design software program, e-portfolio

Hilton Head Island High School

Teaching and Learning	Teaching practices	Providing quality learning experiences for all students	IB/AP, SIOP, GT-Training, walk-thru
	Support of student-initiated learning		Socratic Seminars, Tutoring on Tues and Thur. , office hours, tutoring at the Oaks
	Availability and use of learning resources	Beyond the textbook	Online textbooks, Questia, Seminar for athletes, tutoring for athletes, athletes progress sheets

School Culture	Student Involvement	Clubs, athletics	36 athletic teams, club such as Interact, NHS community service, Connections, Expectations Team
	Student Leadership	Safety patrols, academic teams, school TB show, Academic fair	Ambassadors, SGA, students with HSL program, peer tutoring, Strive
	Student Creativity	Art gallery, school-wide events	Parade, talent show, art gallery, student productions, pep rallies, rock the nest, American Pie
	Safety	Creating a health peer climate among student, drug free	Drug searches, STO, Red Ribbon Week, Lobby Guard
	Community Involvement	Red Carpet, school website, teacher websites, phone calls	PTSO, SIC, POA's, Male Call, Booster Clubs, Rotary
	Service Learning	Ronald McDonald House, Jump Rope	Interact, Community Service, ROTC, Habitat

Hilton Head Island High School

			for Humanity

Student Achievement	Quantitative Data	Communication of data to parent/community	MAP, PACT, ACT/SAT, AP data/ IB data
	Qualitative Data	Collection documentation	All data in Testview on any given child college scholarships
	Subgroup		ELT, Hispanic parent Meetings, grouping by RIT, single-gender in math and ela and PE
	Alternative Assessment		Small groups, inclusion, extended learning
	School-wide Assessment Strategy		MAP, HSAP, TCA, ASSET
	Formative Assessment of Students	Se of data to improve program offerings	Narrative, Graphs, MAP, parent conferences,

Professional Development	Formative Assessment of Teachers	Use of student assessment, staff evals	Testview, Professional Learning Community, PD plan, Dept Meetings
	System or process	Collective capacity to work together to support student learning	Department Meeting Faculty Meeting
	Professional Reading	Use of this knowledge in classrooms	SIC
	Sustain Instructional Program	Encourage teachers/admins to work together, support of each other	Admin team meetings, leadership team meeting, coaches meeting

School Leadership	Shared Vision	Leadership roles to teachers, collaboration of administration	Develop belief statements, strategic plan review with staff
	Overall Culture	Participatory SIC fostering student-centered success	SIC meetings
	Presence and	Engagement of	TCL Advisory Council,

Hilton Head Island High School

	Involvement in Community	internal/external stakeholders, support needs and concerns of families	Rotary, Chamber, BEP, Rec Center, Local Association, Hispanic Community Meetings, Greater Island
	Accessibility of School facilities for disabilities		Handicap door handles, seating for handicap at stadium in VPAC
	School Safety	Outdoor area, sidewalks, arrival/dismissal areas, traffic patterns	Lobby guard, hall monitors, magnetic door, emergency manual, cameras, SRO's severe weather, fire drill, drug searches.

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I <u>DO</u> TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACCOMPLISH MY GOAL?	
4. SUPPORTERS- <u>WHO</u> CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #2

NOTE: GOALS are not achieved without careful planning. Be specific and clear.

1. STRATEGIES/ACTIVITIES-WHAT SHOULD I DO TO ACCOMPLISH MY GOAL?	
2. PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	
3. OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	
4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO I NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	
5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	
6. RESOURCES-WHAT INTERNAL/EXTERNAL <u>RESOURCES</u> WILL I USE?	
7. RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	

Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:

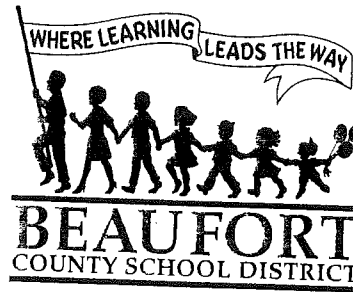
GOAL #1

- ☐ Assessment Results
☐ Principal Summative Evaluation
☐ School Renewal Plan
☐ District Strategic Plan

GOAL #2

- ☐ Assessment Results
☐ Principal Summative Evaluation
☐ School Renewal Plan
☐ District Strategic Plan

MONITORING STAGES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE
IMPLEMENTATION (Pre-Conference)	_____ Today's date: _____	_____ EVALUATOR'S SIGNATURE _____ Today's date: _____
FEEDBACK (Mid-Year Conference)	_____ Today's date: _____	_____ EVALUATOR'S SIGNATURE _____ Today's date: _____
END-OF-THE-YEAR	_____ Today's date: _____	_____ EVALUATOR'S SIGNATURE _____ Today's date: _____
COMMENTS: _____ _____ _____		



September 25, 2009

Amanda O'Nan
Hilton Head Island High
70 Wilborn Road
Hilton Head Island, SC 29928

Dear Ms. O'Nan,

Amanda

Thank you for meeting with our Management Team recently to review progress in 2008-09 school year and discuss goals for 2009-10. We appreciate your thoughtful review of the data and commitment toward continuous improvement. Dashboards we reviewed included data on student achievement on various standardized tests, discipline, student intervention teams, financial management, and hiring practices. Without all the state data, it is not possible to have a full understanding of improvement in student achievement; however, we will continue to discuss performance throughout the year as data are received.

Your efforts to enhance student learning in literacy, mathematics, science and social studies are appreciated. Encouraging technology integration is a continuing focus for our school district. Thank you for your energy around end of course test performance and college admissions tests as well. Increasing the number of students participating in International Baccalaureate degree program classes and earning the full IB diploma is essential. We appreciate your being a champion for ongoing professional development in these areas. Hiring high quality teachers and staff is essential. Due to concerns about some hiring practices this past year, Dr. Rosswurm will work directly with you to ensure that we hire the best candidates and follow procedures carefully. We look forward to working with you as we grow toward excellence at Hilton Head Island High School.

Sincerely,

Valerie

Valerie Truesdale, Ph.D.
Superintendent

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2008 - June 30, 2009

Name of Evaluator: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

SEE ATTACHED

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
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—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

- | | Level of Performance | | | | |
|--|----------------------|----|----|----|---|
| | SE | EE | ME | NI | U |
| 4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. | — | — | — | — | — |
| 5. Uses appropriate oral and written communication skills. | — | — | — | — | — |

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth. | — | — | — | — | — |
| 2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development. | — | — | — | — | — |
| 3. Encourages staff to set goals for professional growth. | — | — | — | — | — |
| 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth. | — | — | — | — | — |

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develops and implements an appropriate plan for self professional development consistent with school and district goals. | — | — | — | — | — |
| 2. Establishes and maintains a professional network with other administrators. | — | — | — | — | — |
| 3. Complies with district and state professional development requirements. | — | — | — | — | — |
| 4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals. | — | — | — | — | — |

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Analyzes data to identify opportunities for improvement. | — | — | — | — | — |
| 2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets. | — | — | — | — | — |
| 3. Visits classrooms regularly for purpose of supervising instruction. | — | — | — | — | — |
| 4. Holds self and staff accountable for improving student achievement. | — | — | — | — | — |

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

General Performance Characteristics – Functional Qualities		SE	EE	ME	NI	U	Comments and/or Recommended Improvement
1. Relationships with others							
2. Dependability							
3. Job Knowledge							
4. Attendance							
5. Punctuality							
6. Confidentiality							

COMMENTS:

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.	Met	Not Met
OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)		
COMMENTS:		

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING

Signature _____ Date _____
Evaluator

Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U
	2	8		

JUSTIFICATION: (Must be provided for NI or U)

Signature _____ Date 9/23/09
Evaluator

Signature _____ Date 9/23/09
Reviewer (As Applicable)

Signature _____ Date 9/24/09
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Beaufort County School District Principal Evaluation Rating Form
2008/2009 School Year

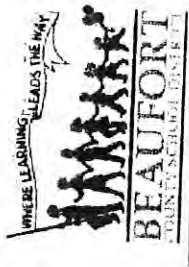
Principal		School Year		School Name		Principal Name					
Elizabeth Onan		Vision		Leadership		Effective Management		Climate		School & Community Relations	
		SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U				
		SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U					
		SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U					
Ethical Behavior		Interpersonal Skills		Staff Development		Self Professional Development		Student Achievement			
SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U	SE EE ME NI U					
<p><i>minus PD</i></p>											

Ship acting as an island

Note: Level of Performance Circle One (SE, EE, ME, NI, U)

Beaufort County School District School Dashboard

School *Hilton Head Island High School*
Principal *Elizabeth O'Nan*



180th Day Enrollment	
2007-2008	1133
2008-2009	1120

SPED Enrollment	
2007-2008	99
2008-2009	89

Disciplinary Hearings	
2007-2008	42
2008-2009	29

Average Daily Membership	
2007-2008	1173.494
2008-2009	1141.956

504 Plans	
2007-2008	15
2008-2009	17

Alternative School Placements	
2007-2008	12
2008-2009	12

Average Daily Attendance	
2007-2008	1141.539
2008-2009	1107.528

SIT Referrals	
2007-2008	15
2008-2009	31

Expulsions	
2007-2008	4
2008-2009	1

Out of Zone Leaving School	
2007-2008	0
2008-2009	0

Homebound	
2007-2008	19
2008-2009	17

Out of Zone Requested School	
2007-2008	29
2008-2009	32

9/4/09
11:52 AM

Overall Absence Analysis 7/1/07 - 6/15/08

Page: 1

HILTON HEAD HIGH (96)

Reason (Unit in Partial Days)	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
01-PERSONAL ILLNESS	19.0	105.5	98.5	112.5	104.5	212.0	19.0	671.0
02-FAMILY ILLNESS	0.0	17.0	18.0	21.0	17.5	17.0	0.0	90.5
03-BEREAVEMENT/5 DAYS	0.0	2.0	1.0	3.0	4.0	4.0	0.0	14.0
04-BEREAVEMENT/3 DAYS	1.0	3.0	3.0	4.0	3.0	5.0	1.0	20.0
05-PERSONAL LEAVE	0.0	1.0	3.0	0.0	1.0	2.0	0.0	7.0
06-JURY DUTY/LEGAL LEAVE	0.0	1.0	1.0	0.0	0.0	0.0	0.0	2.0
07-PROF. LEAVE/SCHOOL BUS.	0.0	16.0	18.0	30.5	26.5	62.5	0.0	153.5
08-LWOP/NOT REQ./NOT APPR.	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0
09-VACANT POSITION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10-MILITARY LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11-ANNUAL VACATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12-RELIGIOUS LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Administrative leave	0.0	0.0	0.0	0.0	2.0	0.0	0.0	2.0
C01-EMERGENCY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C02-ILLNESS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FMLA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MATERNITY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PROF. LEAVE/DISTRICT BUS.	0.0	2.0	3.0	2.0	1.0	1.0	0.0	9.0
R01-DECLINE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R02-SCHEDULED APPOINTMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R03-JURY DUTY/BEREAVEMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R04-ASSIGNMENT ELSEWHERE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SIT A Team	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals:	20.0	148.5	145.5	173.0	159.5	303.5	20.0	970.0

Percentage by Day

Sunday	2.1%
Monday	15.3%
Tuesday	15.0%
Wednesday	17.8%
Thursday	16.4%
Friday	31.3%
Saturday	2.1%

Percentage by Reason

01-PERSONAL ILLNESS	69.2%
02-FAMILY ILLNESS	9.3%
03-BEREAVEMENT/5 DAYS	1.4%
04-BEREAVEMENT/3 DAYS	2.1%
05-PERSONAL LEAVE	0.7%
06-JURY DUTY/LEGAL LEAVE	0.2%
07-PROF. LEAVE/SCHOOL BUS.	15.8%
08-LWOP/NOT REQ./NOT APPR.	0.1%
09-VACANT POSITION	0.0%
10-MILITARY LEAVE	0.0%
11-ANNUAL VACATION	0.0%
12-RELIGIOUS LEAVE	0.2%
Administrative leave	0.0%

9/4/09
11:52 AM

Overall Absence Analysis
7/1/07 - 6/15/08

Page: 2

HILTON HEAD HIGH (96) (continued)

Percentage by Reason (continued)

C01-EMERGENCY	0.0%
C02-ILLNESS	0.0%
FMLA	0.0%
MATERNITY	0.9%
PROF. LEAVE/DISTRICT BUS.	0.0%
R01-DECLINE	0.0%
R02-SCHEDULED APPOINTMENT	0.0%
R03-JURY DUTY/BEREAVEMENT	0.0%
R04-ASSIGNMENT ELSEWHERE	0.0%
SIT A Team	0.0%

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High

Evaluation Period From: July 1, 2009 - June 30, 2010

Name of Evaluator: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

SEE ATTACHED

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
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STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.					
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.					
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.					
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.					
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.					
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—

- | | Level of Performance | | | | |
|--|----------------------|----|----|----|---|
| | SE | EE | ME | NI | U |
| 4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. | — | — | — | — | — |
| 5. Uses appropriate oral and written communication skills. | — | — | — | — | — |

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth. | — | — | — | — | — |
| 2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development. | — | — | — | — | — |
| 3. Encourages staff to set goals for professional growth. | — | — | — | — | — |
| 4. Shares effective teaching strategies and uses coaching skills to encourage professional growth. | — | — | — | — | — |

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develops and implements an appropriate plan for self professional development consistent with school and district goals. | — | — | — | — | — |
| 2. Establishes and maintains a professional network with other administrators. | — | — | — | — | — |
| 3. Complies with district and state professional development requirements. | — | — | — | — | — |
| 4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals. | — | — | — | — | — |

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Analyzes data to identify opportunities for improvement. | — | — | — | — | — |
| 2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets. | — | — | — | — | — |
| 3. Visits classrooms regularly for purpose of supervising instruction. | — | — | — | — | — |
| 4. Holds self and staff accountable for improving student achievement. | — | — | — | — | — |

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

General Performance Characteristics – Functional Qualities		SE	EE	ME	NI	U	Comments and/or Recommended Improvement
1. Relationships with others							
2. Dependability							
3. Job Knowledge							
4. Attendance							
5. Punctuality							
6. Confidentiality							

COMMENTS:

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)
- Met
- Not Met

COMMENTS:

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:
- Met
- Not Met

COMMENTS:

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:
- Met
- Not Met

COMMENTS:

PLANNING

Signature W. J. Mosdale Date 9/23/09
Evaluator

Signature Jackie Brown Date _____
 Reviewer (As Applicable) _____

Signature M. Mahala O'Brien Date 9/24/09
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U

JUSTIFICATION: (Must be provided for NI or U)

Signature _____

Evaluator _____ Date _____

Signature _____ Date _____
Reviewer (As Applicable) _____

Signature _____ Date _____
Employee _____

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

Professional Development (GBE) Goals for O'Nan

2009-2010

Goal: To monitor classroom instruction on a weekly basis in order to improve student achievement with an overall rating of excellent on absolute and improvement rating, and meeting AYP.

Strategies:

- Develop a classroom monitoring schedule so all teachers are visited minimally once each week by a HHHS administrator.
- Discuss classroom visits in every weekly leadership meeting.
- Assign classroom teacher issues/concerns for further remediation to the instructional coach, content level administrator, or district consultant.
- Plan Staff Development based on needs cited from classroom visits.
- Revisit issues of concern on a repeat basis, until classroom teacher success is achieved.

Goal: Plan quality monthly staff development.

Strategies:

- Determine staff needs that directly influence student achievement from results of classroom visits.
- Meet with department heads to receive input concerning staff development needs.
- Determine whether book studies, Professional Learning Communities, or teacher-topic-specific staff development is appropriate.
- Evaluate the SD experiences monthly to determine on-going training.

Goals: To increase the number of students taking ACT and SAT.

To increase score performance of students taking ACT and SAT.

Strategies:

- Offer ACT/SAT prep classes and/or opportunities for test preparation for all students eligible for testing.
- Engage guidance counselors in ensuring that appropriate students are tested by producing brochures for parents and holding parent information meetings.

Goal: To ensure all eligible students are placed in the Honors/AP/IB track beginning in their freshman year at HHIHS.

Strategies

- Challenge all students to reach their greatest potential.
- Require guidance counselors to meet with all rising 9th graders (in spring of their 8th grade year) in order to place them in appropriate, challenging classes as freshmen at HHIHS.
- Require 9th grade principal and 9th grade academy teachers to meet regularly throughout the school year with students and parents to monitor academic achievement.

Amanda O'Leary
Principal

Shesdale
evaluator

9.23.09

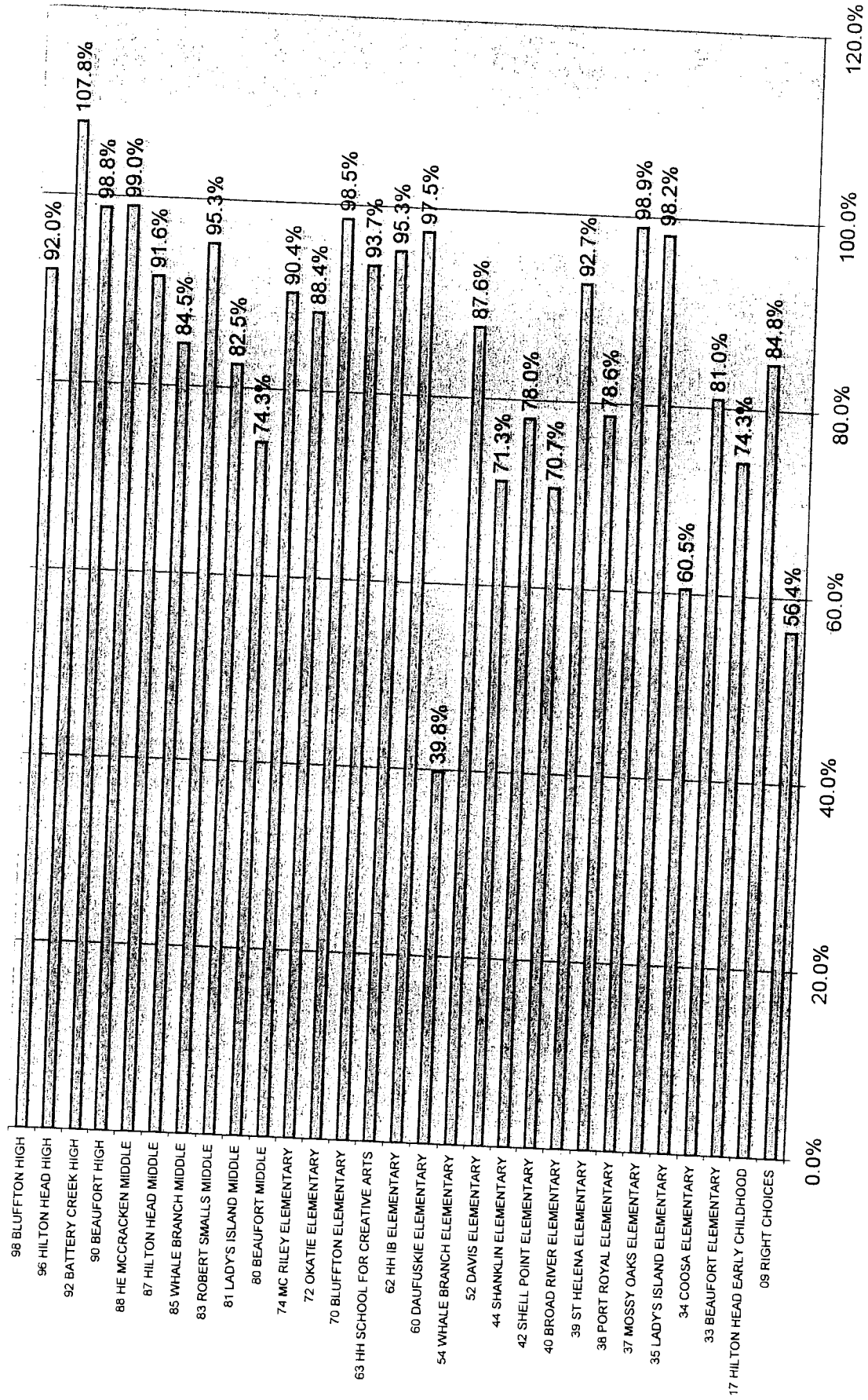
Professional Development for HHIHS

Month	Faculty meetings (1 st Wed)	Department mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other
September	ESOL Best Practices	Develop goals	September 12 th - Bill Shetsky- Technology needs for the classroom
October	9GR and graduation rate Best Practices	"Dealing with parents"	Data Training (Ms Park)
November	Technology follow up with Bill Shetsky Best Practices	Literacy <i>wrap up</i>	Data training (Ms Park) MYP training for teachers
December	Best Practices		
January	ESOL Best Practices	Technology IB	Alternative school review/iron out the kinks Professional Learning Communities
February	Motivational speaker/incentives Best Practices	Numeracy	Task Force on ACT and SAT
March	ELDA Best Practices	Data University	EOC crash course
April	HSAP Best Practices	Testing season	Student Life
May	IB and AP Best Practices		Set theme for next year/wrap up

Other:

IB Meetings every third Wednesday

Percent of FY09 Non-Salary Budget Spent
by School



AP Results 2008-09

AP Results 2008-09

School	Beaufort High School			Bluffton High School			Hilton Head High School			District		
Test Name	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Art - 2D Design				9	9	100%		5	5	100%	14	14
Art - 3D Design				1	1	100%					1	100%
Art - Drawing											0	0
Biology	48	3	6%					6	3	50%	54	6
Calculus AB	8	3	38%								23	7
Calculus BC				15	4	27%				17	9	53%
Chemistry								17	9		10	4
Comp Sci A	5	3	60%	5	1	20%					0	0
Econ-Mac											53	8
English Lang/Comp	85	25	29%					55	43	78%	140	68
English Lit/Comp	26	24	92%	15	9	60%		19	11	58%	60	44
Environmental Sci	1	1	100%					47	17	36%	48	18
European History				19	12	63%		23	19	83%	42	31
French Lang								6	0	0%	6	0
French Lit								1	1	100%	1	1
Gov&Pol Comp								1	1	100%	1	1
Gov&Pol US	4	0	0%					1	1	100%	1	1
Human Geography				35	29	83%		1	1	100%	40	30
Physics B				16	11	69%		38	17	45%	54	28
Psychology	17	11	65%	5	5	100%		11	4	36%	16	9
Spanish Language				48	43	90%		25	15	60%	90	69
Spanish Lit				1	1	100%		11	6	55%	12	7
Statistics	4	0	0%					16	12	75%	0	0
Studio Art Design											20	12
Studio Art Drawing				3	3	100%		1	1	100%	0	0
US Government											4	4
US History	77	7	9%					74	18	24%	0	0
World History				58	16	28%					209	41
Total	275	77	28%	273	162	59%		410	191	47%	958	430

SEARCH


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Hilton Head High - 0701003 - 2008 State Report Card - No Child Left Behind - Adequate Yearly Progress

Summary

Objective (s) Met	Objective (s) Not Met	Objectives	Compliance Index	Student Performance	Percent Tested	Graduation or Attendance Rate	AYP
18	3	21	85.7	Not Met	Met	Met	Not Met

Percent Graduation

2006	2007	2008	3yr Average
65.6	74.3	72.2	70.7

NCLB AYP Ratings for Math and English Language Arts

	Number Enrolled	% Tested	% Tested 3yr Weighted Avg	Number Included	% Below Basic	% Basic	% Prof	% Adv	Opt 1 Adj % Prof & Adv	Opt 2 Adj % Prof & Adv 3yr Avg	% Adj Prof & Adv Prev yr	Opt 3 % Prof & Adv Inc Needed	Opt 3 % Prof & Adv Inc Actual	Opt 4 Perf Index	Opt 5 Perf Index Inc Needed	Opt 5 Perf Index Inc Actual	% Att	% Grad	Perf Obj Met?	% Tested Met?
English Language Arts																				
ALL STUDENTS	270	99.6	95.9	260	10	27.3	28.1	34.6	71.5	70.8	73.9									
Male **	139	100	95.1	134	12.7	27.6	30.6	29.1	70.1	68	71.1	2.6	-2.4	90.7	1.1	-1.6	72.2	Yes	Yes	
Female **	131	99.2	96.6	126	7.1	27	25.4	40.5	73	73.5	76.6	2.9	-1	89.2	1.3	-1.9	68.5	N/A	N/A	
White	165	100	97.2	159	3.1	15.1	30.2	51.6	89.3	88.6	90.6	2.3	-3.6	92.3	1	-1	75.9	N/A	N/A	
African-American	47	100	93.3	45	15.6	48.9	26.7	8.9	51.1	43.9	54.5	0.9	-1.3	96.5	0.3	-1.2	79.5	Yes	Yes	
Asian/Pacific Is.	2			2								4.6	-3.4	85.6	1.8	-1.7	56.4	No	Yes	
Hispanic	54	98.1	94.2	52	26.9	44.2	21.2	7.7	36.5	35.9	40.7	5.9	-4.2	77.4	2.8	-2.8	65.9	I/S	I/S	
Am. Indian/Alaskan																		No	Yes	
Disabled	28	100	93.2	27	25.9	48.1	18.5	7.4	37	28.8	32.1	6.8	4.9	76.9	2.8	-3.5		I/S	I/S	
Not Disabled **	242	99.6	96.2	233	8.2	24.9	29.2	37.8	75.5	75.3	78.6	2.1	-3.1	92.3	0.9	-1.3	55.2	I/S	I/S	
Migrant **																				
Non-migrant **	270	99.6	95.9	260	10	27.3	28.1	34.6	71.5	70.8	73.9						74.1	N/A	N/A	
Limited Eng. Prof.	35	97.1	91.7	33	33.3	48.5	15.2	3	24.2	21.3	35.4	2.6	-2.4	90.7	1.1	-1.6		N/A	N/A	
Non-LEP **	235	100	96.5	227	6.6	24.2	30	39.2	78.4	77.9	81.9	6.5	-11.2	73.5	3	-5.3	72.2	N/A	N/A	
Subsidized Meals	69	98.6	94.7	64	18.8	46.9	26.6	7.8	42.2	41.6	45.6	1.8	-3.5	93.2	0.7	-1.8	50	I/S	I/S	
Full-Pay Meals **	201	100	96.7	196	7.1	20.9	28.6	43.4	81.1	80.8	85.1	5.4	-3.4	81.6	2.5	-1.1	73.9	N/A	N/A	
												1.5	-4	93.6	0.6	-2.4	52.4	No	Yes	
																	77.8	N/A	N/A	
Mathematics																				
ALL STUDENTS	270	99.6	95.6	260	14.2	28.5	29.6	27.7	68.5	62.6	59.9									
Male **	139	100	95.1	134	12.7	32.1	29.1	26.1	67.2	64.4	65.7	4	8.6	89	1.9	2.5	72.2	Yes	Yes	
												3.4	1.5	89	1.7	0.7	68.5	N/A	N/A	

Female **	131	99.2	96.1	126	15.9	24.6	30.2	29.4	69.8	61	54.5	4.6	15.3	89.1	2.2	4.3	75.9	N/A	N/A
White	165	100	97.2	159	4.4	22	32.7	40.9	83.6	80.3	80.1	2	3.5	94.8	0.8	0.2	79.5	Yes	Yes
African-American	47	100	92.6	45	33.3	37.8	22.2	6.7	40	28.7	22.2	7.8	17.8	77.2	4.1	5.9	56.4	Yes	Yes
Asian/Pacific Is.	2			2													I/S	I/S	
Hispanic	54	98.1	94.1	52	28.8	38.5	25	7.7	46.2	34.5	33.3	6.7	12.9	81.3	3.4	5.2	65.9	Yes	Yes
Am. Indian/Alaskan																			
Disabled	28	100	93.2	27	40.7	37	18.5	3.7	40.7	27.6	29.6	7	11.1	74.1	4.3	4.5	I/S	I/S	
Not Disabled **	242	99.6	95.9	233	11.2	27.5	30.9	30.5	71.7	66.4	63.1	3.7	8.6	90.8	1.7	2.5	55.2	I/S	I/S
Migrant **																	74.1	N/A	N/A
Non-migrant **	270	99.6	95.6	260	14.2	28.5	29.6	27.7	68.5	62.6	59.9	4	8.6	89	1.9	2.5	N/A	N/A	
Limited Eng. Prof.	35	97.1	92.6	33	39.4	33.3	24.2	3	42.4	28.6	31.3	6.9	11.1	78	3.6	3.4	72.2	N/A	N/A
Non-LEP **	235	100	96.1	227	10.6	27.8	30.4	31.3	72.2	67.5	65.8	3.4	6.4	90.6	1.6	1.6	50	I/S	I/S
Subsidized Meals	69	98.6	93.9	64	25	42.2	25	7.8	51.6	33.4	25.6	7.4	26	84.8	4.1	13.6	73.9	N/A	N/A
Full-Pay Meals **	201	100	96.7	196	10.7	24	31.1	34.2	74	72.6	73.1	2.7	0.9	90.4	1.1	-2	52.4	Yes	Yes
Data Date: 09/03/08																			
Calculation Date: 09/23/08																	77.8	N/A	N/A

** These subgroups are reported but not included in determining school AYP.

Notes:

Options 1-5 are methods for meeting the performance objectives.
I/S = Insufficient sample size for subgroups (Performance: fewer than 50 for LEP and students with disabilities, and fewer than 40 for others; Participation: fewer than 40). Subgroups with insufficient sample sizes were excluded from AYP determinations.

Objectives:

Performance Options 1 and 2

The adjusted % proficient and advanced is at least the percentage listed in the table. Percentages were computed after applying a standard error of measurement adjustment to the scores.

Elem. & Middle Schools		High Schools		District/State	
ELA	Math	ELA	Math	ELA	Math
58.8	57.8	52.3	50.0	45.8	42.7

Performance Option 4

The performance index is at least the value listed in the table.

Elem. & Middle Schools		High Schools		District/State	
ELA	Math	ELA	Math	ELA	Math
78.8	79.0	86.8	82.0	86.2	84.6

For performance, if a subgroup did not meet Options 1 and 2 but met at least one of Options 3-5 (Safe Harbor), the subgroup must ALSO meet the objective for the other indicator in order to meet the performance objective for that subgroup.

Participation

The percent tested or 3-year average is at least 95%. A 2-year average was used if the 3-year one was not available.

Other Indicators

The district and state AYP determinations use both indicators.

- 1: Attendance Rate for Elem./Middle Schools, Districts, and the State
Current year must be at least 94.0%, or be at least .1 more than last year's rate.
- 2: Graduation Rate for High Schools
Current year must be at least 88.3%, or be at least the 3-yr average, or be at least last year's rate

Scores by Grade

Math and English Language Arts

Year	Grade	English/Language Arts						% Prof. and Adv.	Mathematics						% Prof. and Adv.
		Number Enrolled	% Tested	% Below Basic	% Basic	% Proficient	% Advanced		Number Enrolled	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	
2008	HS	269	100	10	27.3	28.1	34.6	62.7	269	100	14.2	28.5	29.6	27.7	57.3

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School	Change 2008 - 2009					
	Regressed		Stayed the Same		Progressed	
	Count	Row N %	Count	Row N %	Count	Row N %
Battery Creek High	1	4.80%	12	57.10%	8	38.10%
Beaufort Elem	0	0.00%	4	26.70%	11	73.30%
Beaufort High	1	8.30%	7	58.30%	4	33.30%
Beaufort Middle	0	0.00%	7	58.30%	5	41.70%
Bluffton Elem	20	8.60%	92	39.50%	121	51.90%
Bluffton High	22	14.20%	83	53.50%	50	32.30%
Broad River Elem	2	16.70%	7	58.30%	3	25.00%
Coosa Elem	3	42.90%	2	28.60%	2	28.60%
H. E. McCracken Middle	56	21.50%	129	49.60%	75	28.80%
Hilton Head Early Childhood	0	0.00%	2	33.30%	4	66.70%
Hilton Head High	19	12.80%	72	48.30%	58	38.90%
Hilton Head International Bac	37	15.50%	57	23.90%	144	60.50%
Hilton Head Middle	25	11.00%	127	55.90%	75	33.00%
Hilton Head School For Creativ	46	19.40%	80	33.80%	111	46.80%
Joseph S Shanklin Elem	6	24.00%	6	24.00%	13	52.00%
Lady's Island Middle	3	30.00%	6	60.00%	1	10.00%
Ladys Island Elem	4	19.00%	8	38.10%	9	42.90%
Michael C. Riley Elem	31	16.60%	58	31.00%	98	52.40%
Mossy Oaks Elem	4	25.00%	5	31.20%	7	43.80%
Okatie Elem	30	24.20%	32	25.80%	62	50.00%
Port Royal Elem	3	20.00%	5	33.30%	7	46.70%
Robert Smalls Middle	5	21.70%	8	34.80%	10	43.50%
Shell Point Elem	0	0.00%	8	36.40%	14	63.60%
St Helena Elem	1	10.00%	5	50.00%	4	40.00%
Whale Branch Elem	0	0.00%	0	0.00%	4	100.00%
Whale Branch Middle	1	50.00%	0	0.00%	1	50.00%
Beaufort County School District	320	15.70%	822	40.20%	901	44.10%

SCHOOL NAME

BEAUFORT ELEMENTARY

BLUFFTON ELEMENTARY

BROAD RIVER ELEMENTARY

COOSA ELEMENTARY

DAUFUSKIE ISLAND ELEMENTARY

HILTON HEAD ISLAND IB ELEMENTARY

HILTON HEAD ISLAND SCHOOL FOR CREATIVE ARTS

JAMES J DAVIS ELEMENTARY

JOSEPH S. SHANKLIN ELEMENTARY

LADYS ISLAND ELEMENTARY

MICHAEL C. RILEY ELEMENTARY

MOSSY OAKS ELEMENTARY

OKATIE ELEMENTARY

PORT ROYAL ELEMENTARY

SHELL POINT ELEMENTARY

ST HELENA ELEMENTARY

WHALE BRANCH ELEMENTARY

BEAUFORT MIDDLE

H E MCCracken MIDDLE

HILTON HEAD ISLAND MIDDLE

LADY'S ISLAND MIDDLE

ROBERT SMALLS MIDDLE

WHALE BRANCH MIDDLE

BATTERY CREEK HIGH

BEAUFORT HIGH

BLUFFTON HIGH SCHOOL

HILTON HEAD ISLAND HIGH

Absolute Rating			
2006	2007	2008	
Below Average	Below Average	Below Average	
Average	Average	Average	
Average	Average	Average	
Good	Good	Good	
Good	Below Average	Below Average	
Average	Average	Average	
Below Average	Below Average	Average	
Below Average	Below Average	At-Risk	
Average	Below Average	Below Average	
Good	Average	Average	
Average	Average	Average	
Good	Good	Good	
Average	Average	Average	
Below Average	Average	Average	
Good	Average	Average	
At-Risk	At-Risk	At-Risk	
At-Risk	At-Risk	At-Risk	
Average	Average	Average	
Below Average	Below Average	Below Average	
Average	Below Average	Below Average	
Below Average	Below Average	Below Average	
Below Average	Below Average	Below Average	
At-Risk	At-Risk	At-Risk	
Below Average	Below Average	Below Average	
Average	Below Average	Average	
Average	Below Average	Average	
N/A	Below Average	Average	
Average	Below Average	Average	

Improvement Rating			
2006	2007	2008	
Good	Below Average	Good	
Good	Good	Good	
At-Risk	Good	Below Average	
Good	Below Average	Below Average	
At-Risk	At-Risk	At-Risk	
Below Average	Below Average	Below Average	
Below Average	Good	Good	
At-Risk	Average	At-Risk	
Good	Good	Average	
Good	Below Average	Below Average	
Below Average	Good	Good	
Good	Good	Good	
Average	Below Average	At-Risk	
Below Average	At-Risk	Below Average	
Below Average	Good	Average	
At-Risk	At-Risk	At-Risk	
At-Risk	At-Risk	Good	
At-Risk	Good	Below Average	
At-Risk	At-Risk	Average	
Below Average	At-Risk	Average	
Below Average	At-Risk	Below Average	
Below Average	Below Average	Below Average	
At-Risk	At-Risk	At-Risk	
Below Average	Below Average	Below Average	
At-Risk	At-Risk	Excellent	
At-Risk	At-Risk	Excellent	
N/A	N/A	Good	
Good	At-Risk	Excellent	

Hilton Head Island High School

Test	End of Course % Passing		State 2008	Met Goal	HSAP % Passing 1st Time		State 2008	Met Goal
	2008	2009			2008	2009*		
Algebra I	75.3	77.4	79.1	No	81.8	73.1	80.8	No
English I	74.0	73.8	76.3	No				
Physical Science	68.8	72.8	72.1	No				
U. S. History		69.9	n/a					

ACT Composite		State		National 2009	Met Goal	SAT Composite		State 2009	National 2009	Met Goal
2008	2009	2009	2009			2008	2009			
22.0	22.9	19.8	21.1	Yes	Yes	1481	1508	1452	1509	Yes

AP Tests Taken	2008	2009	Gain/Loss	AP % Passing		State 2008	National 2008	Met Expectation
				2008	2009			
395	410	15		53	47	57	58	No

IB Tests Taken	2008	2009	Gain/Loss	IB % Passing		State 2008	National 2008	Met Expectation
				2008	2009			
167	168	1		52.7	72	67	79	Yes

Graduation Rate	2008	2009	State 2008	Gain/Loss	Average Attendance Rate		State 2008	Gain/ Loss
					2008	2009*		
73.5			74.9		94.1	97	95.8	2.9

* Preliminary data - State has not provided final numbers.

Strategic Plan Performance Goals: The percent of students meeting the state standards on the following tests will meet the state's average by the year 2010 and exceed it by six percent in the year 2012.

- High School Assessment Program Test (HSAP)
- End of Course Test on English I, Algebra I, and Physical Science
- ACT
- SAT

Expectations: The percent of students meeting the state standards on the AP and IB tests will meet the state's average by the year 2010 and exceed it by six percent in the year 2012.

[illegible]

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

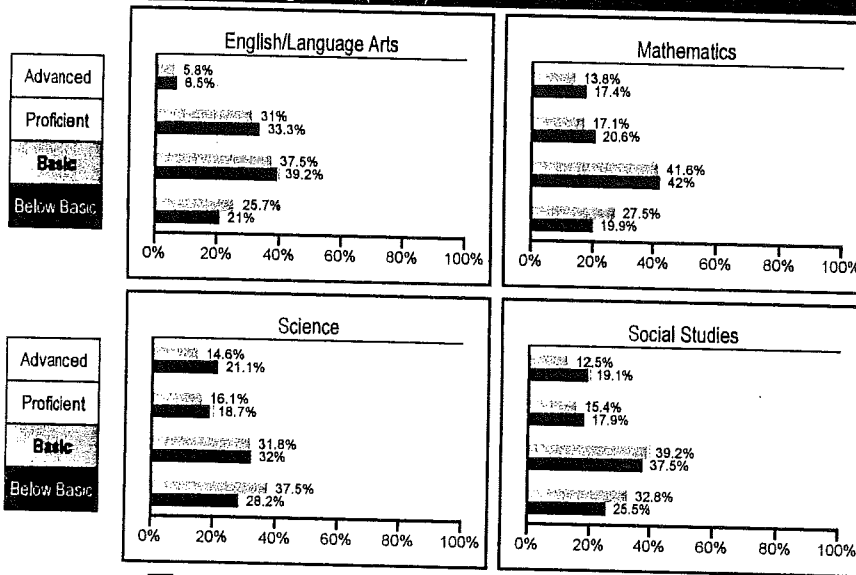
Percent of students tested in 2007-08 whose 2006-07 test scores were located 92.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent 0	Good 2	Average 12	Below Average 3	At-Risk 0
----------------	-----------	---------------	--------------------	--------------

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



Our District

Districts with Students Like Ours

* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Passed both subtests	70.1	70.3	75.8	78.8	81.2	84.2
Passed 1 subtest	14.9	18.7	12.2	10.4	10.6	9.1
Passed no subtests	15.0	1.1	12.0	10.8	8.2	7.2

End of Course Tests

Percent of tests with scores of 70 or above on:

	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	60.1	75.3
English 1	59.1	66.6
Physical Science	41.6	55.6
All Subjects	55.1	66.3

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

High School Principals

7/4/8

Valerie 5.19.09

discussion w/ Alicia Zuefod, Grosscurva,
Owhite, Chays, Truesdale

From: Truesdale, Valerie
Sent: Sun 9/6/2009 6:08 AM
To: BCSD Senior Staff
Subject: Fall goals sessions

Good morning,

Over the next few weeks, senior staff will be meeting with principals to review last year's progress and this year's plan for sustaining momentum toward improved student achievement. Please bring with you
A) a one-two page list of highlights/accomplishments about your school in the last year or two of which you are most proud,
B) your professional development plan, and
C) your thoughtful reflections on how you can achieve/ surpass state average on each cell of each achievement test and what specific leadership staff development you need to accomplish that district strategic goal.

Many thanks and best wishes for a restful Labor Day,
Valerie

HSAP scores needed to increase
average rating - improvement rating
find no scores -
Jalen Filer -
Jalen Hall -
Close Ach Gap -
Red Carpet -
Reaching to 90 min block - full block -
elective 45 minutes

✓ Silver

Structure of visitations
Master teacher program < NBPTS
mentors < TOY's
Peer visits/ observations

ITN coordinator > do not ever
name IB coordinator before approval >
& go to training do not ever
going around

at sheet is

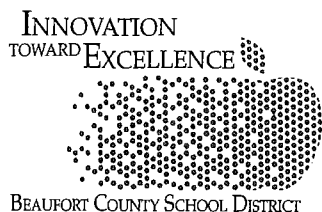
Personnel w/ HR guidance

Jaco
Bell

Improvement Plan

2009-2010

Area of Accountability	Current status	Plan to improve
1 st time testers with HSAP	81.8 Proficient	<ol style="list-style-type: none"> 1. H week <p>(Week prior to HSAP we will drop everything for those taking HSAP and work on ELA and math skills along with test taking skills)</p> <ol style="list-style-type: none"> 2. Students with MAP scores lower than 220 are pulled for Connections weekly to address 3. Tuesday and Thursday HSAP Study Hall 4. Study Hours at ABC 5. Faculty take HSAP for awareness 6. Every teacher incorporates numeracy and literacy into their class and gives HSAP questions 7. Students with low MAP in Math take tech prep and Alg 1 8. Target AA in ELA 9. Purchased calculators (ti-83) for every ninth grader and tenth grader 10. Feed breakfast day of test
LHSAP	91.1	<ol style="list-style-type: none"> 1. SPED and ESOL incorporate TCA HSAP component 2. Parent meetings to inform and gain support 3. Feed breakfast day of tests 4. SPED and ESOL purchase of HSAP practice testing books for students 5. Pull students for lunch and test prep weekly
SAT/ACT	22/1481	<ol style="list-style-type: none"> 1. Test prep during ELT using TCA in October 2. Power Score session for all registered for May testing date
Graduation Rate	73.5%	<ol style="list-style-type: none"> 1. Withdrawal procedures (Three family members and contact information) 2. Data Specialist enter student information when student enrolls 3. Maintain spreadsheet in students who withdrawal and follow up with schools
EOC Phy Science ELA Math		<ol style="list-style-type: none"> 1. HS dept heads meet quarterly with MS dept heads in all subjects for articulation 2. Science Honor Society 3. Require Science Fair 4. Science Club 5. Gizmos for Science and Math 6. EOC study hour after school 7. Restructure of NGA



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EXECUTIVE ASSISTANT
Sherry St. Clair

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29901-0309

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843•322•2342

EMAIL
sherry.stclair@beaufort.k12.sc.us

September 22, 2008

Ms. Elizabeth O'Nan
Hilton Head High School

Dear Elizabeth, *Amanda*

Enclosed for your records are the following materials that we reviewed.

- School Improvement Process Document
- Quarterly Principal Conference guiding questions
- Parent/teacher student survey results for your school
- Essential Agreements developed by the Leadership Team at the July retreat
- Data for Beaufort County Schools
- Data for your school with district and state comparisons
- 2007-08 Principal evaluation rating form with ratings attached.

(Although we rate all principals each year, only one-third are submitted to the State Department of Education.)

We appreciate your sharing specific areas in which you need support to reach your school's achievement goals. Team members will follow up on each area you cited.

We are very proud of your commitment to continuous improvement at your school. Please let us know whenever we can be of assistance.

Sincerely,

Valerie

Valerie Truesdale
Superintendent

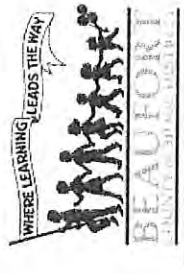
c: Principal Evaluation File

Beaufort County School District School Dashboard

School Hilton Head Island High School
Principal Elizabeth O'Nan



Making Progress Toward Learning



180th Day Enrollment	
2008-2009	1120
2009-2010	1136

Average Daily Membership	
2008-2009	1141.96
2009-2010	1203.5

Average Daily Attendance	
2008-2009	1107.53
2009-2010	1069.33

Homebound	
2008-2009	17
2009-2010	26

504 Plans	
2008-2009	19
2009-2010	15

SIT Referrals	
2008-2009	31
2009-2010	37

Out of Zone Requested School	
2008-2009	29
2009-2010	47

Out of Zone Leaving School	
2008-2009	0
2009-2010	0

PBIS Implementation Status	
2009-2010	
2010-2011	Emerging

Homeless	
2008-2009	1
2009-2010	0

DJJ Placements	
2008-2009	15
2009-2010	0

Right Choices Placements	
2008-2009	0
2009-2010	6

Disciplinary Hearings	
2008-2009	29
2009-2010	27

Suspensions	
2008-2009	224
2009-2010	189

Expulsions	
2008-2009	0
2009-2010	2

Behavior Management Specialist Referrals	
2008-2009	278
2009-2010	298

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Overall Absence Analysis 7/1/08 - 6/15/09

Page: 1

HILTON HEAD HIGH (96)

Reason (Unit in Partial Days)	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
3011-ANNUAL VACATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3021-PERSONAL ILLNESS	0.0	77.5	37.0	56.0	63.5	122.0	0.0	356.0
3022-FAMILY ILLNESS	0.0	28.0	21.0	19.5	22.0	27.0	0.0	117.5
3023 MATERNITY	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0
3024-FMLA	0.0	1.0	2.0	2.0	3.0	3.0	0.0	11.0
3029 PERSONAL LEAVE	0.0	0.0	0.0	0.0	1.0	1.0	0.0	2.0
3031 JURY DUTY/LEGAL LEAVE	0.0	3.0	2.0	2.0	0.0	1.0	0.0	8.0
3041-BEREAVEMENT/3 DAYS	0.0	2.0	2.0	2.0	4.0	3.0	0.0	13.0
3042-BEREAVEMENT/5 DAYS	0.0	1.0	1.0	2.0	2.0	1.0	0.0	7.0
3061-RELIGIOUS LEAVE	0.0	0.0	1.0	0.0	1.0	0.0	0.0	2.0
3071-PROF. LEAVE/SCHOOL BUS.	0.0	24.0	35.5	39.0	43.5	58.0	0.0	200.0
3072 PROF. LEAVE/DISTRICT BUS.	0.0	0.0	0.0	2.0	3.0	0.0	0.0	5.0
3091LWOP/NOT REQ./NOT APPR.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3101- MILITARY LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3261 Worker's Comp	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3999 VACANT POSITION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ADEPT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Administrative leave	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C01-EMERGENCY	0.0	1.0	1.0	0.0	1.0	1.0	0.0	4.0
C02-ILLNESS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LEAVE WITHOUT PAY - APPROVED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R01-DECLINE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R02-SCHEDULED APPOINTMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R03-JURY DUTY/BEREAVEMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
R04-ASSIGNMENT ELSEWHERE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SIT A Team	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Workman's Comp	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals:	0.0	137.5	102.5	125.5	144.0	217.0	0.0	726.5

Percentage by Day

Sunday	0.0%
Monday	18.9%
Tuesday	14.1%
Wednesday	17.3%
Thursday	19.8%
Friday	29.9%
Saturday	0.0%

Percentage by Reason

3011-ANNUAL VACATION	0.0%
3021-PERSONAL ILLNESS	49.0%
3022-FAMILY ILLNESS	16.2%
3023 MATERNITY	0.1%
3024-FMLA	1.5%
3029 PERSONAL LEAVE	0.3%
3031 JURY DUTY/LEGAL LEAVE	1.1%
3041-BEREAVEMENT/3 DAYS	1.8%
3042-BEREAVEMENT/5 DAYS	1.0%

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Overall Absence Analysis
7/1/08 - 6/15/09

Page: 2

HILTON HEAD HIGH (96) (continued)

Percentage by Reason (continued)

3061-RELIGIOUS LEAVE	0.3%
3071-PROF. LEAVE/SCHOOL BUS.	27.5%
3072 PROF. LEAVE/DISTRICT BUS.	0.7%
3091LWOP/NOT REQ./NOT APPR.	0.0%
3101- MILITARY LEAVE	0.0%
3261 Worker's Comp	0.0%
3999 VACANT POSITION	0.0%
ADEPT	0.0%
Administrative leave	0.6%
C01-EMERGENCY	0.0%
C02-ILLNESS	0.0%
LEAVE WITHOUT PAY - APPROVED	0.0%
R01-DECLINE	0.0%
R02-SCHEDULED APPOINTMENT	0.0%
R03-JURY DUTY/BEREAVEMENT	0.0%
R04-ASSIGNMENT ELSEWHERE	0.0%
SIT A Team	0.0%
Workman's Comp	0.0%

Students with IEP's Suspended for More Than 10 Days

School	Before Verification			After Verification		
	ISS	OSS	Total	ISS	OSS	Total
Battery Creek High	0	3	3	0	2	2
Beaufort High	0	4	4	0	4	4
Hilton Head Island High	0	1	1	0	0	0
Beaufort Middle	0	2	2	0	*2	2
H. E. McCracken Middle	9	2	11	10	0	10
Hilton Head Island Middle	5	2	7	5	2	7
Lady's Island Middle	6	5	11	6	4	10
Robert Smalls Middle	0	2	2	0	1	1
Whale Branch Middle	2	0	2	2	*1	1
Mossy Oaks Elementary	0	2	2	0	2	2

*One student at each of these schools was not listed on the original lists. Both were transfer students who attended a partial year at the current school.

Pritchardville and Bluffton High received spreadsheets but did not have and students had more than 10 days of suspensions. Both had 2 students with only 10 days. These schools were removed from the list.

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: Amanda O'Nan

Area of Responsibility: Hilton Head Island High School

Evaluation Period From: July 1, 2007 - June 30, 2008

Name of Evaluator: Valerie Truesdale

DIRECTIONS: The principal's performance (based on the management team's review and appraisal) is rated by placing a check to indicate the level of performance for each performance statement. **Section I - Evaluation Standards:** A five-level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectations (SE), Exceeds Expectations (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). **Section II - General Performance Characteristics:** Using the five-level rating scale, performance rating is indicated in the corresponding space. **Section III - Goals and Objectives for Growth** are rated Met or Not Met. **Section IV: 1 Overall Rating:** If an Overall Rating of Unsatisfactory or Needs Improvement is marked, the Justification Section and Strengths/Weaknesses Section must be completed. Areas that are not applicable to the director are marked N/A.

SECTION I: EVALUATION STANDARDS

Level of Performance
SE EE ME NI U

STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence.

SEE ATTACHED

1. Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision that is compatible with the district's mission and vision.
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community.
4. Implements, evaluates and refines the plan of action for achieving the department's goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD TWO: LEADERSHIP An educational leader fosters success by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Sets and communicates high standards for curricular and instructional quality and student achievement.
2. Demonstrates proficiency in analyzing research and assessment data.
3. Ensures the use of data from state and locally mandated assessments and educational research to improve the curriculum, the quality of instruction, and student performance.
4. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.
5. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD THREE: EFFECTIVE MANAGEMENT An educational leader fosters success by managing the organization, its operations, and its resources for a safe, efficient, and effective learning environment.

1. Seeks and allocates resources to achieve district goals.
2. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements.

—	—	—	—	—
—	—	—	—	—

	Level of Performance				
	SE	EE	ME	NI	U
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	—	—	—	—	—
4. Manages the supervision and evaluation of staff in accordance with local, state and federal requirements.	—	—	—	—	—
5. Implements, evaluates, and refines as necessary the procedures for the security and safety of all personnel and students.	—	—	—	—	—
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	—	—	—	—	—

STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.

1. Initiates and maintains strategies to promote collegiality and collaboration among staff.	—	—	—	—	—
2. Involves parents, students, and the community in efforts to create and maintain a positive environment.	—	—	—	—	—
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.	—	—	—	—	—
4. Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements.	—	—	—	—	—
5. Manages conflict and crisis situations in an effective and timely manner.	—	—	—	—	—
6. Deals with student misconduct in a prompt and effective manner.	—	—	—	—	—

STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.

1. Develops an effective and interactive communications plan and public relations program.	—	—	—	—	—
2. Participates in school and community activities.	—	—	—	—	—
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.	—	—	—	—	—
4. Responds to diverse community interests and needs.	—	—	—	—	—
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	—	—	—	—	—
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	—	—	—	—	—

STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.

1. Works within professional and ethical guidelines to accomplish school and district goals.	—	—	—	—	—
2. Models respect, understanding, sensitivity, and appreciation for all people.	—	—	—	—	—
3. Adheres to local, state and federal requirements.	—	—	—	—	—

STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.

1. Demonstrates respect for others.	—	—	—	—	—
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	—	—	—	—	—
3. Communicates effectively with stakeholders to support school and district goals.	—	—	—	—	—
4. Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	—	—	—	—	—
5. Uses appropriate oral and written communication skills.	—	—	—	—	—

Level of Performance
SE EE ME NI U

STANDARD EIGHT: STAFF DEVELOPMENT An educational leader fosters success by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of district goals.

1. Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of district goals and staff growth.
2. Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development.
3. Encourages staff to set goals for professional growth.
4. Shares effective teaching strategies and uses coaching skills to encourage professional growth.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.

1. Develops and implements an appropriate plan for self professional development consistent with school and district goals.
2. Establishes and maintains a professional network with other administrators.
3. Complies with district and state professional development requirements.
4. Participates in staff development activities in order to understand the complex role of the position as relates to district goals.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.

1. Analyzes data to identify opportunities for improvement.
2. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets.
3. Visits classrooms regularly for purpose of supervising instruction.
4. Holds self and staff accountable for improving student achievement.

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

The employee will list goals and objectives for the year, establish jointly with the supervisor, and will indicate specifically how and when these are to be implemented. Objectives should be stated in specific, measurable terms. (Use additional space as needed for writing goals and objectives.)

Rating Period:

Met Not Met

1. Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and improvement ratings, and meeting AYP.

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached)

COMMENTS:

_____ ✓ _____

2. Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

✓ _____

3. Goal: Works well with the district leadership team.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

✓ _____

PLANNING

Signature _____ Date _____
Evaluator

Signature _____ Date _____
Reviewer (As Applicable)

Signature _____ Date _____
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

SECTION IV: OVERALL RATING

SE	EE	ME	NI	U
	✓			

JUSTIFICATION: (Must be provided for NI or U)

Great first year as principal!
need to continue to focus on
Standard 10 Student
Achievement.

Signature _____ Date 9/6/08
Evaluator

Signature _____ Date 9/8/08
Reviewer (As Applicable)

Signature _____ Date 9/6/08
Employee

The employee's signature above indicates the evaluation has been reviewed with him/her. It does not indicate agreement.

1. PARENT SURVEY RESPONSES - 2007-08 SCHOOL YEAR

I/S = Insufficient Sample

Beaufort

0701003

Hilton Head High

PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING

- 1 My child's teachers give homework that helps my child learn.
 2 My child's school has high expectations for student learning.
 3 My child's teachers encourage my child to learn.
 4 My child's teachers provide extra help when my child needs it.
 5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.
 6 My child's teachers contact me to say good things about my child.
 7 My child's teachers tell me how I can help my child learn.
 8 My child's teachers invite me to visit my child's classrooms during the school day.
 9 My child's school returns my phone calls or e-mails promptly.
 10 My child's school includes me in decision-making.
 11 My child's school gives me information about what my child should be learning in school.
 12 My child's school considers changes based on what parents say.
 13 My child's school schedules activities at times that I can attend.
 14 My child's school treats all students fairly.
 15 The principal at my child's school is available and welcoming.
 16 I AM SATISFIED WITH HOME AND SCHOOL RELATIONS AT MY CHILD'S SCHOOL.
 17 My child's school is kept neat and clean.
 18 My child feels safe at school.
 19 My child's teachers care about my child as an individual.
 20 Students at my child's school are well-behaved.
 21 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.

	% STRONGLY DISAGREE	% DISAGREE	% AGREE	% STRONGLY AGREE	% DONT KNOW	N
1	0.0	11.1	63.0	18.5	7.4	54
2	0.0	9.4	58.5	30.2	1.9	53
3	0.0	3.7	70.4	25.9	0.0	54
4	0.0	16.7	53.7	27.8	1.9	54
5	3.8	7.5	66.0	22.6	0.0	53
6	9.3	37.0	44.4	7.4	1.9	54
7	9.6	42.3	40.4	5.8	1.9	52
8	16.7	53.7	25.9	1.9	1.9	54
9	2.0	19.6	54.9	17.6	5.9	51
10	0.0	25.9	63.0	5.6	5.6	54
11	7.5	17.0	60.4	13.2	1.9	53
12	5.7	26.4	41.5	7.5	18.9	53
13	1.9	14.8	66.7	14.8	1.9	54
14	9.3	24.1	51.9	9.3	5.6	54
15	1.9	0.0	43.4	45.3	9.4	53
16	3.7	11.1	66.7	16.7	1.9	54
17	7.5	24.5	52.8	11.3	3.8	53
18	1.9	7.5	71.7	17.0	1.9	53
19	1.9	7.5	67.9	15.1	7.5	53
20	5.7	28.3	49.1	5.7	11.3	53
21	1.9	15.1	73.6	9.4	0.0	53

PLEASE TELL US IF YOU DO THE FOLLOWING

- 22 Attend Open Houses or parent-teacher conferences.
 23 Attend student programs or performances.
 24 Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)
 25 Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)
 26 Participate in School Improvement Council meetings.
 27 Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)
 28 Participate in school committees (textbook committee, spring carnival committee, etc.)
 29 Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)

	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & I DONT CARE TO	% ACTIVITY NOT OFFERED	N
22	79.2	17.0	3.8	0.0	53
23	69.8	28.3	1.9	0.0	53
24	45.3	45.3	9.4	0.0	53
25	26.4	45.3	17.0	11.3	53
26	13.2	60.4	22.6	3.8	53
27	36.5	34.6	26.9	1.9	52
28	26.4	35.8	30.2	7.5	53
29	26.4	41.5	22.6	9.4	53

PLEASE TELL US IF YOU DO THE FOLLOWING

	% I DO THIS	% I DONT DO BUT WOULD LIKE TO	% I DONT DO & DONT CARE TO	N
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- 30 Visit my child's classrooms during the school day.
 31 Contact my child's teachers about my child's school work.
 32 Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.
 33 Make sure my child does his/her homework.
 34 Help my child with homework when he/she needs it.

5.6	57.4	37.0	54
57.4	27.8	14.8	54
66.0	11.3	22.6	53
85.2	7.4	7.4	54
75.9	22.2	1.9	54

PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE

	% TRUE	% FALSE	N
--	--------	---------	---

- 35 Lack of transportation reduces my involvement.
 36 Family health problems reduce my involvement.
 37 Lack of available care for my children or other family members reduces my involvement.
 38 My work schedule makes it hard for me to be involved.
 39 The school does not encourage my involvement.
 40 Information about how to be involved either comes too late or not at all.
 41 I don't feel like it is appreciated when I try to be involved.

3.8	96.2	52
1.9	98.1	52
7.7	92.3	52
55.8	44.2	52
19.6	80.4	51
32.0	68.0	50
6.3	93.8	48

	% VERY GOOD	% GOOD	% OKAY	% VERY BAD	N
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PLEASE RATE YOUR SCHOOL ON...

- 42 The school's overall friendliness.
 43 The school's interest in parents' ideas and opinions.
 44 The school's efforts to get important information from parents.
 45 The school's efforts to give important information to parents.
 46 How the school is doing overall.

31.4	37.3	29.4	2.0	0.0	51
16.0	40.0	36.0	4.0	4.0	50
17.6	33.3	31.4	15.7	2.0	51
25.5	35.3	29.4	7.8	2.0	51
27.5	39.2	25.5	3.9	3.9	51

11 TEACHER SURVEY RESPONSES - 2007-08 SCHOOL YEAR

DISTRICT=Beaufort ID=0701003 SCHOOL NAME=Hilton Head High

QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DON'T KNOW	N
1 My school provides challenging instructional programs for students.	0.0	3.8	25.3	70.9	0.0	79
2 Teachers at my school effectively implement the State Curriculum Standards.	0.0	1.3	31.6	67.1	0.0	79
3 Teachers at my school focus instruction on understanding, not just memorizing facts.	1.3	3.8	38.5	56.4	0.0	78
4 Teachers at my school have high expectations for students' learning.	0.0	2.5	40.5	57.0	0.0	79
5 There is a sufficient amount of classroom time allocated to instruction in essential skills.	2.5	3.8	32.9	60.8	0.0	79
6 Student assessment information is effectively used by teachers to plan instruction.	1.3	6.3	31.6	60.8	0.0	79
7 Effective instructional strategies are used to meet the needs of low achieving students.	5.1	10.1	46.8	38.0	0.0	79
8 My school offers effective programs for students with disabilities.	3.8	6.3	39.2	50.6	0.0	79
9 Instructional strategies are used to meet the needs of academically gifted students.	0.0	2.5	24.1	73.4	0.0	79
10 The level of teacher and staff morale is high at my school.	7.6	5.1	53.2	34.2	0.0	79
11 Teachers respect each other at my school.	0.0	0.0	55.7	44.3	0.0	79
12 Teachers at my school are recognized and appreciated for good work.	2.5	3.8	48.1	45.6	0.0	79
13 Students at my school are motivated and interested in learning.	2.5	16.5	57.0	24.1	0.0	79
14 There are sufficient materials and supplies available for classroom and instructional use.	5.1	12.7	46.8	35.4	0.0	79
15 Our school has a good selection of library and media material.	0.0	2.5	40.5	57.0	0.0	79
16 Our school has sufficient computers for instructional use.	6.4	21.8	35.9	35.9	0.0	78
17 Computers are used effectively for instruction at my school.	0.0	19.0	45.6	32.9	2.5	79
18 There are relevant professional development opportunities offered to teachers at my school.	5.1	11.4	48.1	35.4	0.0	79
19 The school administration communicates clear instructional goals for the school.	2.5	2.5	44.3	50.6	0.0	79
20 The school administration sets high standards for students.	1.3	0.0	31.6	67.1	0.0	79
21 The school administration has high expectations for teacher performance.	1.3	0.0	20.3	78.5	0.0	79
22 The school administration provides effective instructional leadership.	5.1	6.3	34.2	54.4	0.0	79
23 Student assessment information is used to set goals and plan programs for my school.	2.6	9.0	26.9	61.5	0.0	78
24 Teacher evaluation at my school focuses on instructional improvement.	3.8	5.1	40.5	50.6	0.0	79
25 School administrators visit classrooms to observe instruction.	1.3	5.1	32.1	61.5	0.0	78
26 The school administration arranges for collaborative planning and decision making.	5.1	19.0	32.9	43.0	0.0	79
27 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	5.1	5.1	41.8	48.1	0.0	79
28 The grounds around my school are kept clean.	0.0	2.5	39.2	58.2	0.0	79
29 The hallways at my school are kept clean.	0.0	2.5	29.1	68.4	0.0	79
30 The bathrooms at my school are kept clean.	0.0	11.7	50.6	35.1	2.6	77
31 The school building is maintained well and repaired when needed.	5.1	3.8	49.4	41.8	0.0	79
32 There is sufficient space for instructional programs at my school.	6.3	10.1	41.8	41.8	0.0	79
33 Students at my school behave well in class.	3.8	6.3	72.2	17.7	0.0	79
34 Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	5.1	12.7	68.4	13.9	0.0	79
35 Rules and consequences for behavior are clear to students.	0.0	5.1	32.9	62.0	0.0	79

36	The rules about how students should behave in my school are fair.	0.0	0.0	25.6	74.4	0.0	78
37	The rules for behavior are enforced at my school.	0.0	2.6	35.9	60.3	1.3	78
38	I feel safe at my school before and after school hours.	0.0	2.6	24.4	73.1	0.0	78
39	I feel safe at my school during the school day.	0.0	2.6	16.7	80.8	0.0	78
40	I feel safe going to or coming from my school.	0.0	0.0	16.7	83.3	0.0	78
41	Students from different backgrounds get along well at my school.	6.4	5.1	57.7	30.8	0.0	78
42	Teachers and students get along well with each other at my school.	0.0	0.0	57.7	42.3	0.0	78
43	Teachers at my school collaborate for instructional planning.	7.7	17.9	46.2	28.2	0.0	78
44	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	1.3	5.1	42.3	51.3	0.0	78
45	Parents at my school are aware of school policies.	0.0	2.5	49.4	48.1	0.0	79
46	Parents at my school know about school activities.	0.0	2.5	50.6	46.8	0.0	79
47	Parents at my school understand the school's instructional programs.	1.3	8.9	62.0	27.8	0.0	79
48	Parents at my school are interested in their children's schoolwork.	0.0	10.3	70.5	19.2	0.0	78
49	Parents at my school support instructional decisions regarding their children.	0.0	5.1	75.9	19.0	0.0	79
50	Parents attend conferences requested by teachers at my school.	1.3	8.9	70.9	19.0	0.0	79
51	Parents at my school cooperate regarding discipline problems.	1.3	5.1	75.6	17.9	0.0	78
52	Parents attend school meetings and other school events.	2.5	17.7	67.1	12.7	0.0	79
53	Parents participate as volunteer helpers in the school or classroom.	1.3	13.9	53.2	31.6	0.0	79
54	Parents are involved in school decisions through advisory committees.	0.0	7.2	50.7	40.6	1.4	69
55	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	1.3	15.4	57.7	25.6	0.0	78

I/S = Insufficient Sample

SOURCE: Online survey completed February 2008.

1 HIGH SCHOOL SURVEY RESPONSES - 2007-08 SCHOOL YEAR

DISTRICT=Beaufort ID=0701003 SCHOOL NAME=Hilton Head High GRADE=11

QUESTION

		% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	N
1	My classes are challenging (not too easy; they make me think).	2.1	2.1	48.9	46.8	47
2	My teachers want me to understand what I am learning, not just remember facts.	2.1	4.3	40.4	53.2	47
3	My teachers expect students to learn.	0.0	0.0	29.8	70.2	47
4	My teachers expect students to behave.	0.0	0.0	27.7	72.3	47
5	My teachers spend enough time helping me learn.	0.0	4.4	55.6	40.0	45
6	My teachers help students when they do not understand something.	0.0	8.5	57.4	34.0	47
7	My teachers do a good job teaching me mathematics.	0.0	4.3	42.6	53.2	47
8	My teachers do a good job teaching me English language arts.	0.0	0.0	37.0	63.0	46
9	My teachers give tests on what I learn in class.	0.0	0.0	40.4	59.6	47
10	My teachers give homework assignments that help me learn better.	0.0	6.4	63.8	29.8	47
11	My classes are interesting and fun.	6.7	17.8	55.6	20.0	45
12	Students at my school believe they can do good work.	0.0	14.9	68.1	17.0	47
13	My teachers praise students when they do good work.	0.0	4.3	53.2	42.6	47
14	Work done by students can be seen on the walls of my school.	0.0	13.0	19.6	67.4	46
15	The textbooks and workbooks I use at my school really help me to learn.	0.0	6.4	61.7	31.9	47
16	The media center at my school has a good selection of books.	0.0	10.6	34.0	55.3	47
17	I use computers and other technology at my school to help me learn.	0.0	14.9	29.8	55.3	47
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	0.0	8.7	60.9	30.4	46
19	The grounds around my school are kept clean.	4.3	19.1	53.2	23.4	47
20	The hallways at my school are kept clean.	4.3	14.9	51.1	29.8	47
21	The bathrooms at my school are kept clean.	25.5	46.8	19.1	8.5	47
22	Broken things at my school get fixed.	12.8	27.7	44.7	14.9	47
23	There is enough room for students to learn at my school.	6.5	10.9	52.2	30.4	46
24	Students at my school behave well in class.	2.1	27.7	59.6	10.6	47
25	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	2.1	40.4	48.9	8.5	47
26	Students at my school know the rules and what happens when students break the rules.	0.0	12.8	46.8	40.4	47
27	The rules about how students should behave in my school are fair.	4.3	12.8	59.6	23.4	47
28	The rules for behavior are enforced at my school.	0.0	0.0	51.1	48.9	47
29	I feel safe at my school before and after school hours.	0.0	6.4	31.9	61.7	47

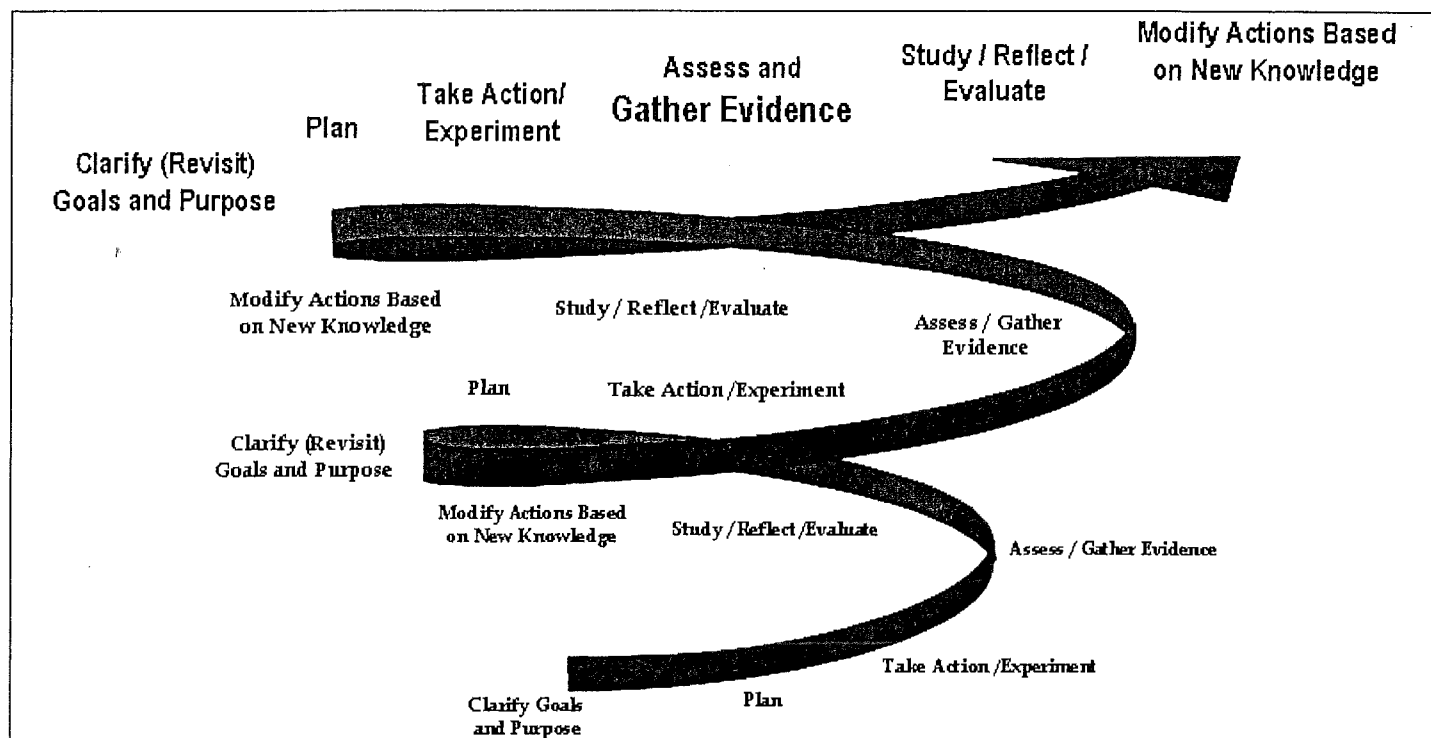
30 I feel safe at my school during the school day.	0.0	4.3	29.8	66.0	47
31 I feel safe going to or coming from my school.	0.0	4.3	21.3	74.5	47
32 Students from different backgrounds get along well at my school.	4.4	17.8	51.1	26.7	45
33 Teachers and students get along well with each other at my school.	4.3	4.3	60.9	30.4	46
34 Teachers work together to help students at my school.	2.2	8.7	56.5	32.6	46
35 My school has a variety of extracurricular activities for students.	0.0	2.2	28.3	69.6	46
36 I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	2.1	4.3	66.0	27.7	47
37 My parent knows what I am expected to learn in school.	2.1	12.8	27.7	57.4	47
38 My parent knows how well I am doing in school.	4.3	4.3	29.8	61.7	47
39 My school informs parents about school programs and activities.	0.0	14.9	38.3	46.8	47
40 Parents at my school know their children's homework assignments.	17.4	45.7	21.7	15.2	46
41 My parent helps me with my homework when I need it.	13.0	6.5	28.3	52.2	46
42 Parents are welcomed at my school.	0.0	2.1	44.7	53.2	47
43 Parents volunteer and participate in activities at my school.	2.1	2.1	42.6	53.2	47
44 I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	2.1	0.0	34.0	63.8	47

School Improvement Process

In *Schools that Learn* (2000), Peter Senge argues that teachers, administrators, and other members of school communities must learn how to build their own capacity; that is, they must develop the capacity to learn. From Senge's perspective, real improvement will only occur if the people responsible for implementation design the change itself.

Five skills or disciplines are at the heart of the learning orientation he proposes: developing personal mastery, creating shared mental models, establishing a shared vision, engaging in team learning, and thinking systemically. Collectively, these five disciplines represent the component skills underlying the learning process, and, according to Senge, if an individual, group, or organization develops the capacity to do each of the disciplines well, they will have become proficient in learning itself.

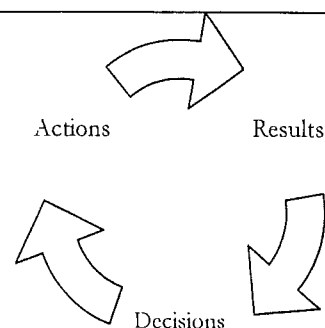
- **Personal Mastery** - personal empowerment through the identification and realization of a personal vision
- **Mental Models** - processes of reflection and inquiry that make tacit knowledge visible and shared.
- **Shared Vision** - establishing and nourishing a common purpose
- **Team Learning** - enabling teams to think, learn, and mobilize for change (motivated by a commitment to a shared vision)
- **Systems Thinking** - ways of thinking in which understanding interdependency and "change processes" lead to appropriate solutions to complex problems.



Monitor and Adjust on a Quarterly Basis

Quarterly Analyses:

- Principals/Superintendent
- Principals/Teacher
- Teachers/Teacher
- Teachers/Students, Parents



Quarterly Principal Conferences

Early Fall

Purpose: To reflect on the past year's performance and plan for the coming school year.

- Identify the areas that are meeting expectations for continuous progress (provide data to support your conclusions).
- What areas are not meeting expectations?
- Outline a plan for monitoring MAP, PACT, grade distributions, and other data at least three times per year. Include provisions for involving teachers in these processes.
- What is your school's plan for making necessary modifications – scheduling, grouping, instructional strategies, materials, etc. – to ensure appropriate achievement gains for each student?
- Describe your plan for conducting classroom observations, documenting engagement of students, and meeting with each teacher. How will the school leadership team ensure that a conference is held with each teacher at least three times per year?
- How can the district staff help you implement these plans?

Purpose: To review with the principal the results of the first semester implementation of performance measures.

- Describe how you and your staff have analyzed first-semester data to determine the number of students per grade, per core area in the following categories:

Low Intensive	Low Strategic	Core (on Target)	High Strategic	High Intensive
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- What steps are you taking to differentiate instruction AND address standards for students in each of the above categories?
- What modifications are proceeding according to the plan? What difficulties have you encountered? What ideas do you have for overcoming difficulties?
- Bring your NCLB subgroup performance for analysis. Identify (by name) the students in each subgroup who may be in position to move to "Proficient," and describe interventions in place for these students.
- How has the administrative team observing in classrooms and then conferencing with each teacher to discuss the questions above? What is your school's plan for conferencing with each student?
- What specific support/assistance do you need from the district staff?

Purpose: To review normative (MAP) and other assessment data as well as changes and/or modifications of implementation of performance measures.

- Based on the fall to winter MAP data, which teachers showed the largest gains? Which teachers showed the least gains? What do you attribute this to? How will you use this data to shape instruction for the remainder of the semester?
- What will be done differently to provide assistance to students who have not made expected gains? What other changes will you implement (including professional development)?
- In addition to MAP data, what other indicators of student performance have you used to make informed decisions that will positively affect student achievement (e.g., DIBELS, discipline referrals, grade distributions, attendance ...)
- What staff development activities have been implemented at your school to create awareness and understanding of the new SAT format? (middle/high)
- What strategies have been implemented at your school to address science and social studies instruction?
- What other information would you like to share at this time? How can the district support your efforts to improve student achievement in your school?

Second Quarter Review /
Mid-Year

Third Quarter Review /
Winter

Suggested Model for Teacher-Principal Conference

1. What have I done so that my students will show growth?	<p>Examples of samples you may wish to share of student work demonstrating growth:</p> <ul style="list-style-type: none"> ▪ MAP scores ▪ End-of-course test results (middle/high) ▪ HSAP/PACT ▪ AP test data ▪ Other subject-specific assessments
2. How have I differentiated instruction for my students this year?	<p>Provide specific examples of how instructional content, processes and/or products have been differentiated based on the students' ...</p> <ul style="list-style-type: none"> ▪ Readiness ▪ Interests ▪ Learning styles
3. What do survey data say about you as an teacher?	<p>Provide information regarding your ...</p> <ul style="list-style-type: none"> ▪ Relationship with students, parents ▪ Effectiveness as an instructor
4. What does my grade distribution say about me as an effective teacher?	<p>Consider such areas as ...</p> <ul style="list-style-type: none"> ▪ Grading procedures ▪ Pace of instruction ▪ Use of differentiated strategies
5. What does the data regarding disciplinary referrals say about my effectiveness as a teacher?	<p>Consider such items as ...</p> <ul style="list-style-type: none"> ▪ Patterns related to my referrals (e.g., gender, race, time of day ...) ▪ Similar numbers of referrals related to other teachers ▪ Relationship between grade distribution and discipline referrals
6. What resources and/or support can the principal provide that will increase student achievement in your classroom?	<p>Consider such items as ...</p> <ul style="list-style-type: none"> ▪ Staff development opportunities ▪ Visiting in other classrooms ▪ Having an additional leadership role in the school

"If you find a path with no obstacles, it probably doesn't lead anywhere"

- Anonymous

Monthly Teacher Conference Form

Teacher:

Date:

Planning for Instruction

- Plans for engagement
- Plan for relevance
- Plan for assessment

Assessment

- Types of assessment used
- Results of assessment (grade distribution)
- Instruction response to assessments (re-teach, re-assess, etc.)

Student Behavior(s)

- Student attendance concerns/interventions
- Student discipline problems/interventions

Parent Contacts

- Parents Contacted

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

ESSENTIAL AGREEMENTS

Our goal as a Leadership Team, comprised of school principals and district leaders, is to create a common vision, articulated by a common language, accomplished through common goals, based on common sense.

We embrace these *Essential Agreements* and pledge to:

Make all decisions in the best interest of students

Insist on high expectations for all

Be as transparent as possible

Treat all with respect and dignity

Provide safe and secure learning environments

Consciously work to build trust

Involve others in decision making

Build community involvement in schools and district

Support initiatives with resources

Foster vertical and horizontal communication

Use data to drive decisions

***Provide high quality, relevant, sustained professional development
based on best practices***

Address poor performance in employees, and

Raise the bar collaboratively.

	ELA	Math	Science	Social Studies	Projected 2008	2007	Gain/Loss	Projected Rating 2008	2007	Standard 10
Beaufort Elementary	2.85106383	2.617021277	2.630434783	2.414893617	2.649491212	2.70883	-0.05	Below Average		2.5
Bluffton Elementary	3.346062053	3.221957041	3.254480287	3.314487633	3.284199312	3.0683	0.22	Average		4.5
Broad River Elementary	3.225609756	3.286585366	2.80733945	2.972477064	3.109621839	2.95432	0.15	Average		4.3
Coosa Elementary	3.584459459	3.646464646	3.431472081	3.495	3.554571648	3.52353	0.03	Good		3.3
Daufuskie Elementary	7	6.666666667	0	0	4.1	2.82				
Hilton Head International	3.148820327	3.172101449	3.046831956	2.989071038	3.103457132	3.07017	0.03	Average		3.3
Hilton Head School Creat	3.205882353	3.087947883	2.974874372	3.218905473	3.12690504	2.72522	0.4	Below Average		3
James J Davis Elementary	2.759689922	2.488372093	1.951807229	2.469879518	2.458755954	2.58054	-0.13	Unsatisfactory		2.5
Joseph S Shanklin Elem	2.901960784	2.704433498	2.748201439	2.985507246	2.828660022	2.88627	-0.06	Below Average		2.4
Lady's Island Elementary	3.4	3.542857143	3.3	3.394736842	3.421804511	3.30967	0.12	Good		4.2
Michael C Riley Elementary	3.254491018	3.308383234	3.168103448	3.281385281	3.258760021	3.09052	0.16	Average		4.4
Mossy Oaks Elementary	3.494949495	3.570707071	3.303030303	3.541984733	3.486699977	3.46858	0.02	Good		3.2
Okatie Elementary	3.209003215	3.269230769	3.2	3.099009901	3.203272176	3.1221	0.08	Average		3.7
Port Royal Elementary	3.210526316	3.223684211	3	2.971153846	3.124493927	3.00222	0.12	Average		4.2
Shell Point Elementary	3.096884211	3.078947368	3.27	3.445544554	3.196398385	3.25082	-0.06	Average		2.4
St Helena Elementary	2.674641148	2.464114833	2.079710145	2.237410072	2.405050838	2.41073	-0.01	Unsatisfactory		2.9
Whale Branch Elementary	2.685483871	2.620967742	2.25	2.139240506	2.469783585	2.3451	0.12	Unsatisfactory		4.2
	ELA	Math	Science	Social Studies	Projected 2008	2007		Projected		
Beaufort Middle	3.245341615	3.424597365	3.319899244	3.386768448	3.344151668	3.14071	0.2	Average		4.5
H.E. McCracken Middle	2.929666366	3.112299465	3.025352113	3.005617978	3.01823398	2.82384	0.19	Below Average		4.4
Hilton Head Middle	3.099236641	3.108225108	2.793402778	2.849220104	2.962521158	2.86365	0.1	Below Average		4
Lady's Island Middle	2.630402385	2.770710059	2.768867925	2.598086124	2.692016623	2.58859	0.11	Below Average		4.1
Robert Smalls Middle	2.75465313	2.7968	2.737532808	2.577836412	2.716705588	2.67013	0.04	Below Average		3.4
Whale Branch Middle	2.430868167	2.674418605	2.320441989	2.5	2.48143219	2.32955	0.16	Unsatisfactory		4.3

Excellent--3.9 or higher

Good--3.5-3.8

Average--3.1-3.4

Below Average--2.7-3.0

Unsatisfactory--Less than 2.7

Amanda O'Nan

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Total	Average
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Vision	Leadership	Effective Management	Climate	School & Community Relations	Ethical Behavior	Interpersonal Skills	Staff Development	Self - PD	Student Achievement
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Summary	Summary	Summary	Summary	Summary	Summary	Summary	Summary	Summary	Summary	Summary	Summary
3.5	3.00	3.00	3.50	3.90	3.50	3.00	3.50	4.00	3.5	34.4	3.44

HSAP %

Test	End Of Course		Gain/ Loss	Passing 1st Time		Gain/ Loss	ACT Composite		Gain/ Loss	SAT Total		Gain/ Loss	Graduation Rate		Gain/ Loss	AP Participation		Gain/ Loss
	2006	2007		2006	2007		2006	2007		2006	2007		2006	2007		2006	2007	
Algebra I	74.8 %	71.5 %	-3.3	75.4 %	83.4 %	8.0%	21.6	22	0.4	1005	993	-12	74.3 %	69.6%	-4.7	400	395	-5
English I	58.9 %	60.8 %	1.9															
Physical Science	38.2 %	32.4 %	-5.8															

AP % Passing

Gain/Loss	
2006	2007
50.0%	53.0%
	3.0%

Legend:

- 1=Unsatisfactory
- 2= Needs Improvement
- 3= Meets Expectations,
- 4 = Exceeds Expectations
- 5= Strongly Exceeds Expectations

Meeting – 7/2/08

Attendees: Bob Anderson; Edmond Burnes; Dan Durbin; Amanda O’Nan
Chloe Gordon; Cynthia Hayes; Mary Seamon; Cathy Smith
Bill Evans; Eddie Ogden; Valerie Truesdale

Consensus Points: Challenges and Strategies

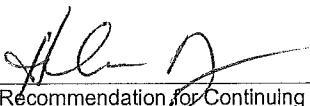
- A. Data quality is a challenge
 - Establish data reviews with trigger points for checking
 - Establish school team of SASI clerk, guidance and assistant principal to work with District team of SASI leader (Lynette and data manager (Elaine) and student success director
 - Data to review
 - No shows
 - Dropouts
 - Transfers
 - Help can be provided by social worker
 - Data specialists middle to high must work together
- B. High expectations are not relevant in all sites
 - Establish student success team at each school with expectations coach, social worker and assistant principal
- C. Guidance services are lacking
 - Establish district level coordination/support/accountability for guidance services and
 - Train guidance counselors on expectations
 - Not mutually exclusive
 - Warm fuzzy
 - Data quality
 - College admission counseling
 - Hire guidance counselors with input from district and principal
 - Identify talented teachers who want to be guidance and develop
 - Provide training for guidance on expectations
 - Follow-up with systematic checks for guidance
- D. EEDA has not yet been systematically implemented in all schools
 - Decide what we believe about pathways
 - Build capacity for internalizing academics
 - Identify vocabulary for consistency (Cathy to draft)
 - Study Lexington leadership (conduct site visit to exemplary sites)
 - Use Dr. Smith for technical assistance for site dialogue
 - Seat Cate/Cluster team at each school
 - Specified majors by school will be clearly evident and publicized

O.Nan, Elizabeth			6/9/2004	1st year Current Assignment <input checked="" type="checkbox"/>
Assistant Principal				2nd Year or <input type="checkbox"/>
				Every 3rd year in same assignment <input type="checkbox"/>
Hilton Head High School			SS#	Evaluation Requested by _____
Grade	Step	Cert.	Issue Date	Expiration Date -

A. PERFORMANCE CRITERIA EVALUATION

Performance Criteria	Effective Needs Improvement Not Effective	Supporting Statement
I. Demonstrates a knowledge of needs, interests, and feelings of students	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda works well with students in classes and with discipline.
II. Direct the establishment and maintenance of a school philosophy and an educational program consistent with school community characteristics and HHHS/BCPS goals and policies.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda understands the small learning community model and is aggressive in implementing new ideas in the career and technology education department.
III. Select, orient, assigns, supervises, and evaluates staff in order to attain the objectives of the educational program.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Amanda just stepped into administration second semester of this year. She has not had a great deal of exposure to this skill as of yet.
IV. Utilizes human and material resources available to staff in order to attain the objectives of the educational program	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda seeks out resources to assist staff and students
V. Plans and provides for an environment which supports the educational program and maintains the mental and physical health and safety of students and staff.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda did a fine job with A Team and 504 duties.
VI. Uses administrative and management practices which promote the efficient and effective operation of the school	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Amanda is just beginning to demonstrate skills in this area. She asks good questions and responds well as a team player.
VII. Assures the proper evaluation of student progress and of the effectiveness of the program to determine what practices or objectives to maintain or modify	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda is consistent and fair to all students and coming right out of the classroom understands staff and student views.
VIII. Strives to establish and maintain a school community which practices the principles of democracy, reflecting recognition of and respect for each individual	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda started an FCLA club this year and brought a number of students into community service and leadership activities.

IX. Shares responsibility for the area and total HHHS/BCPS	<input checked="checked" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda makes good suggestions and works well with all staff.
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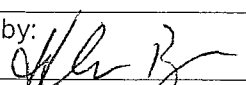
Performance Criteria	Effective Needs Improvement Not Effective	Supporting Statement
X. Identifies areas for personal, professional growth, acquires appropriate skills and information, and applies them	<input checked="checked" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Amanda attended many meetings to make her more aware of areas of supervision. Amanda attended Sports Mind.</p> <p>Amanda did an excellent job supervising the career and technology education department.</p> <p>Amanda initiated a new student club this year. Amanda also is moving forward with the development of a new course of study, Project Lead the Way.</p> <p>Amanda will direct summer school.</p>
E. 1. Recommendation for Continuing Assignment or Reassignment (Specify)		<p>6-10-04 Amanda 6/14/04</p> <p>* SIGNATURES (Person Evaluated) (Date)</p>
E. 2. Special Salary Consideration (Defer or accerlerate increment)		<p>*SIGNATURE (Evaluator) (Date)</p>
<p>Conference requested with evaluator's immediate superior: yes <input type="checkbox"/> no <input type="checkbox"/></p>		
<p>*Signatures indicate completion of the evaluation process. If the person being evaluated does not agree with the contents of the evaluation, he/she may request a conference with the immediate superior of the evaluator.</p>		
<p>Reviewer's Comments and Recommendation(s)</p>		
Reviewed by:	Date:	
F. Date Received in Office of Personnel Services:		

O'Nan Elizabeth			6/12/2006	1st year Current Assignment <input checked="" type="checkbox"/>
Assistant Principal				2nd Year or <input type="checkbox"/>
Hilton Head High SchoolX			SS#	Every 3rd year in same assignment <input type="checkbox"/>
Grade	Step	Cert.	Issue Date	Evaluation Requested by _____
				Expiration Date -

A. PERFORMANCE CRITERIA EVALUATION

Performance Criteria	Effective Needs Improvement Not Effective	Supporting Statement
I. Demonstrates a knowledge of needs, interests, and feelings of students	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda worked well with all grade 12 students and special needs students. Through her club involvement she also shows an understanding for all students and is always positive.
II. Direct the establishment and maintenance of a school philosophy and an educational program consistent with school community characteristics and HHHS/BCPS goals and policies.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda assists in many ways to promote all goals and policies of our district and school.
III. Select, orients, assigns, supervises, and evaluates staff in order to attain the objectives of the educational program.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda worked well with all stakeholders to achieve all senior activities in a timely manner, also to assist special education staff provide services in best possible manner.
IV. Utilizes human and material resources available to staff in order to attain the objectives of the educational program	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Amanda attended 4MAT training and HSTW. She cowrote an improvement plan for a teacher and should continue to make this strategy a common activity.
V. Plans and provides for an environment which supports the educational program and maintains the mental and physical health and safety of students and staff.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda works well with our school nurse, social worker and other professionals to make sure that all student needs are met.
VI. Uses administrative and management practices which promote the efficient and effective operation of the school	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda is very well organized and works hard to make sure that directions to others are clear, on time and makes suggestions on how to improve current practices.
VII. Assures the proper evaluation of student progress and of the effectiveness of the program to determine what practices or objectives to maintain or modify	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda did a wonderful job staying on top of her seniors grades, attendance and plans for life after high school.
VIII. Strives to establish and maintain a	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

school community which practices the principles of democracy, reflecting recognition of and respect for each individual		Amanda worked well with all parents and students involved with the 12th grade advisory group. Amanda represented our school well at the district and state level.
IX. Shares responsibility for the area and total HHHS/BCPS	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda worked well with everyone on the administrative team.

Performance Criteria	Effective Needs Improvement Not Effective	Supporting Statement
X. Identifies areas for personal, professional growth, acquires appropriate skills and information, and applies them	<input checked="checked" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Amanda worked very closely with special needs issues this year. Amanda also supervised grade 12 and many teachers. Amanda makes positive suggestions and thinks ahead. Amanda asks for opportunities to learn something new.</p>
Amanda will continue at HHHS as the administrator in charge of the Visual and Performing Arts small learning community.		
E. 2. Special Salary Consideration (Defer or accelerate increment)		*SIGNATURE (Evaluator) (Date)
Conference requested with evaluator's immediate superior: yes <input type="checkbox"/> no <input checked="checked" type="checkbox"/>		
*Signatures indicate completion of the evaluation process. If the person being evaluated does not agree with the contents of the evaluation, he/she may request a conference with the immediate superior of the evaluator.		
This is really Amanda's second year doing administrative duties. She does them well.		
Reviewed by: 		Date: 6-15-06
F. Date Received in Office of Personnel Services:		

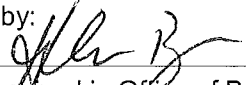
E. Amanda Nar 6/13/06

O'Nan Elizabeth			6/12/2006	1st year Current Assignment <input checked="" type="checkbox"/>
Assistant Principal				2nd Year or <input type="checkbox"/>
				Every 3rd year in same assignment <input type="checkbox"/>
Hilton Head High SchoolX			SS#	Evaluation Requested by _____
Grade	Step	Cert.	Issue Date	Expiration Date -

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III. Select, orients, assigns, supervises, and evaluates staff in order to attain the objectives of the educational program.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda worked well with all stakeholders to achieve all senior activities in a timely manner, also to assist special education staff provide services in best possible manner.
IV. Utilizes human and material resources available to staff in order to attain the objectives of the educational program	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Amanda attended 4MAT training and HSTW. She cowrote an improvement plan for a teacher and should continue to make this strategy a common activity.
V. Plans and provides for an environment which supports the educational program and maintains the mental and physical health and safety of students and staff.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda works well with our school nurse, social worker and other professionals to make sure that all student needs are met.
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VII. Assures the proper evaluation of student progress and of the effectiveness of the program to determine what practices or objectives to maintain or modify	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Amanda did a wonderful job staying on top of her seniors grades, attendance and plans for life after high school.
VIII. Strives to establish and maintain a	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

school community which practices the principles of democracy, reflecting recognition of and respect for each individual		Amanda worked well with all parents and students involved with the 12th grade advisory group. Amanda represented our school well at the district and state level.
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Performance Criteria	Effective Needs Improvement Not Effective	Supporting Statement
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This is really Amanda's second year doing administrative duties. She does them well.		
Reviewed by: 		Date: 6-15-06
F. Date Received in Office of Personnel Services:		

E. Amanda Nae 6/13/06

Preliminary Evaluation Summary Sheet

Teacher Amanda O'Nan

School Hilton Head High School

Contract

Status _____ Year _____ Grade/Subject Area 9-12 Family and Consumer

Science

Performance Dimension Evaluation Judgements

Needs
Improvement

Competent

PD1: Long-Range Planning	_____	<u>X</u>
PD2: Short-Range Planning of Instruction	_____	<u>X</u>
PD3: Short-Range Planning, Development and Use of Assessments	_____	<u>X</u>
PD4: Establishing and Maintaining High Expectations for Learners	_____	<u>X</u>
PD5: Using Instructional Strategies to Facilitate Learning	_____	<u>X</u>
PD6: Providing Content for Learners	_____	<u>X</u>
PD7: Monitoring and Enhancing Learning	_____	<u>X</u>
PD8: Maintaining an Environment That Promotes Learning	_____	<u>X</u>
PD9: Managing the Classroom	_____	<u>X</u>
PD10: Fulfilling Professional Responsibilities Beyond the Classroom	_____	<u>X</u> ✓

Overall Evaluation Judgement

X Competent ✓ _____ Needs Improvement _____ Unsatisfactory

Evaluation Team

Date

Helen B...

12-15-03

[Signature]

12-17-03

[Signature]

12/17/03

Teacher

Elizabeth A. O'Nan ✓

12/17/03

The signature of the teacher does not necessarily indicate agreement with the evaluation results but only that the results were received.

TEAM

Consensus Evaluation Sheet

PD 1: Long-Range Planning

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

At the beginning of the school year, the teacher developed an initial long range plan for progressing through the school year in an efficient and logical manner. The LRP appeared to provide an appropriate strategy for addressing the needs of the students and for facilitating their achievement of long range goals. Each of the students was administered the Meyers Briggs Interest Inventory to determine their interests, personality types and learning styles.

The plan included a thorough description of the students being taught. The description included a graphic that described each of the classes being taught according to gender, ethnicity, age range, residency, special needs, and learning styles. The teacher also noted that she had checked the student's previous progress and grades in school by accessing Schoolnet/Sassi Class XP and had received a list of special needs students and their disabilities from the Special Education Department.

The description included information collected from a variety of sources, such as the Meyers Briggs Interest Inventory, and Schoolnet/Sassi Class XP.

The LRP included appropriately challenging long range goals for students to accomplish by the end of the school year. The goals were appropriately challenging and consistent with relevant curriculum requirements. For example, the long range goals for students enrolled in Family Living I included the following: (1) students will be able to identify, evaluate and understand their role in society and (2) students will be able to evaluate positive and negative relationships. The long range goals for Entrepreneurship included the following: (1) Students will be able to evaluate their ability to become an entrepreneur and (2) students will be able to create a business plan. The long range goals for Travel and Tourism I included: (1) Students will be able to identify the factors that impact travel and tourism, and (2) students will be able to identify the various sectors of the travel and tourism industry. The goals appeared challenging for the learning developmental levels of the students and varied enough to cover the interests of a wide variety of students throughout the term.

The teacher identified and logically sequenced the major instructional units for the year. The units were consistent with long range goals and curriculum guidelines. For example, the Units to be taught for Family Living included; Self Development and Awareness, The Role of Families, Health and Wellness, Friendships, Child Care Development, and Food in Your Life. The Instructional units afforded opportunities for students to be exposed to various perspectives. For example, in Unit I students are expected to be able to analyze the factors that influence personality and explain how to build self-esteem.

The teacher's plan for obtaining materials was clear and included technology assistance, department orders, general classroom supplies, community contacts, and audiovisual equipment itemized the plan for ordering and obtaining special materials and resources.

The teacher's plan for assessing, evaluating, and recording student progress appeared to be appropriate for the students and for the subject. Assessment strategies included tests, quizzes and the application of rubrics. Grading Criteria included: Bellwork/Work Ethics 25%, Application Projects 35%, Class Folders/Notes 15%, and Tests and Quizzes 25%. Plans indicated grades would be recorded in the School Net Grading Program and a hard copy in a grade book.

The teacher developed a plan for managing student behavior and classroom operations during the year. Rules were age appropriate, stated in positive terms, and focused on behaviors. consequences appropriately matched the rules. Non-instructional routines included necessary classroom materials, attitude and the "Golden Rule," Do unto others as you would have done unto you." The teacher indicated that she follows The Beaufort County Code of Conduct Book as a guide to running her class and enforcing school rules. These appeared to be effective and efficient.

Plans for communicating with parents included a letter of introduction, telephone calls, progress reports, e-mail, open house, report cards, parent conferences, articles and teachers web page. These appeared sufficient to ensure excellent home contacts.

The plan did not include a specific plan of action as to how the LRP would be updated or adjusted throughout the school year.

TEAM

Consensus Evaluation Sheet

PD 2: Short-Range Planning of Instruction

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

Across the school year, the teacher conducted short range planning of instructional units scheduled in the LRP. During the year short range planning interviews focused on writing a cover letter and understanding it's purpose for Travel and Tourism, the roles of people involved in a wedding for Family Living, and the history and background of a business plan for Entrepreneurship. These units appeared to be integrated with other units in the long range plan.

The teacher began the planning process by formulating specific objectives for student learning and development. The objectives were consistent with long range goals and the needs and interests of students. The objectives appeared to be appropriate for curriculum guidelines.

Based on these objectives, the teacher selected appropriate content for students. The content was drawn from sources such as textbooks, personal knowledge, internet research, guest speakers and professional organizations. Students were exposed to a variety of perspectives. Samples indicated content was current, accurate and free of errors.

The teacher planned for use of a variety of instructional strategies to facilitate learning. These included; lectures, group projects, hands on activities, reading, visiting experts, group projects, etc. Learning style differences were accommodated by breaking up the instructional day. Every 15 or 20 minutes the instructional style is changed, and the styles used change from day to day so as not to lean to heavily on any one style. Varied levels of thinking and problem solving skills were addressed. Differences in rates and ability levels were accommodated by varying the types of activities assigned and in some cases by weighting the resulting evaluation. Collaborative learning was promoted through the use of hands on group projects.

The teacher had evaluated the effectiveness of the plans and had made adjustments when appropriate.

TEAM

Consensus Evaluation Sheet

PD 3: Short-Range Planning, Development, and Use of Assessments

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

The Short Range Planning Interview took place early in the semester lasting over one hour. After just five weeks of school it is clear that the teacher conducted appropriate planning for the assessment process. The teacher has many special needs students (a deaf student, a wheel chair bound student, and several with behavioral and emotional disorders). This fact has caused her to fall slightly behind schedule, but adjustments are in process. This planning included a variety of informal and formal assessments.

These assessments appeared to be appropriately matched to the instructional strategies and to the ability and developmental levels of the students. It was also stated that she evaluates the results of tests and based on this data, either adjusts her teaching of that particular unit or adjusts the test questions.

These tasks appeared to be consistent with unit objectives, content, and instructional strategies. The teacher was not overly reliant on commercially produced assessments. For example, she stated that she uses a lot of hands on culminating projects, because this seemed to be the fairest way to asses students with such varying reading levels.

All assessment tools contained clear directions and were free of errors or procedures that would affect the quality of results. When the class begins one of the "hands on culminating projects" the student is first given a concise evaluation rubric to follow.

Grade weightings appeared to be appropriate and included special weighting procedures for two special education students.

Records of student progress are maintained in a standard grade book as well as in IG Pro.

The overall evidence provided during the interview of the teacher clearly demonstrates her competency in this dimension. Her keen organizational skills, knowledge of instructional strategies, and content knowledge allow her to provide students appropriate opportunities to achieve unit objectives.

TEAM

Consensus Evaluation Sheet

PD 4: Establishing and Maintaining High Expectations for Learners

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

Throughout the first semester the teacher took steps to establish and maintain appropriately high expectations for the students. The observation took place one week before the end of the grading period, the teacher encouraged students to work at a higher level, gave them extra time to improve an assignment that was due that day, and discussed other things they could do to raise their grades.

Based on observations, it appeared that the teacher had set the tone for an engaging and productive experience for students. There was an introductory activity that began the second the class did, and the rest of the day was planned to move quickly, activities were varied and the students always had something to do. During lessons the teacher established clear expectations for student achievement by presenting a focus for the learning. In one of the days activities, to establish a budget and lifestyle profile, a real world connection was made when the students had to determine how much money they would have to earn in order to be able to afford their expected lifestyle.

Students appeared to understand what was important for them to learn and be able to do. The importance of the learning, for this particular lesson, was communicated through the teachers real life experiences with budgeting money and determining what she and her husband could and could not afford. During personal discussions like this you could see that the students liked and more importantly respected the teacher.

The teacher established appropriate expectations for participation in instructional activities. The blocks activities were well planned, some timed to the minute, allowing no dead time for the students to become disconnected.

Expectations for completion of instructional assignments were clearly communicated. Overall expectations appeared to be appropriately challenging for students. Students appeared to have a sense of purpose and take responsibility for learning. This is a class of 28 diverse students that clearly could have become a problem class. This teacher is confident, organized, well spoken, in control, and respected by the students.

TEAM

Consensus Evaluation Sheet

PD 5: Using Instructional Strategies to Facilitate Learning

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

Throughout the first semester, the teacher drew from a substantial repertoire of instructional strategies, which included lecture, note taking, demonstration, collaborative activities and individual class projects. These were orchestrated in a logical sequence that provided opportunities for various stages of learning. For example the teacher presented initial content by presenting the students with a rubric specifying what was expected to be included in the project and oral instructions. The students were then assigned due dates to complete the project. Application and practice opportunities were allotted through class time, time in the media center and work at home. At the beginning of the class the teacher used PAT Time (Preferred Activity Time) to effectively get the entire class involved in the Bell Work assignment. This assignment was to answer a review question from the previous day and update their personal class folders.

The strategies appeared to be appropriately matched to students' ability and developmental levels. The teacher accommodated various learning styles by varying the instruction methods, moving about the classroom and addressing the individual needs of the students. Instruction was geared to both the auditory and visual learner. For example, the rubric was distributed to meet the needs of the visual learner and the verbal instructions met the needs of the auditory learner. The nature of the assignment, creating a poster board presentation, met the needs of tactile learners and encouraged the use of individual creativity for the entire class.

Ability level differences were accommodated through the various teaching strategies listed above. All the students appeared actively engaged in the instruction and learning. They followed the verbal instructions and referred to the rubric when needed. There were many productive and positive interactions between the students and the teacher as she moved about the classroom checking the progress of the individual students. Most of the strategies promoted individual thinking on the part of the student and yet encouraged interaction among the students.

The strategies were appropriate for the objectives of each lesson and for the content and skills being learned. The specific strength of this dimension lay in the active participation of the students in all the various strategies and the appeal to different rates and types of learning styles that were addressed by the activity.

TEAM

Consensus Evaluation Sheet

PD 6: Providing Content for Learners

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

The teacher appeared to have a thorough command of the subject matter and insured that students were provided with content that was current, accurate, and free of errors. The content was appropriate for the objectives of the units and for the ability levels of students. The content included the creation of an advertisement for a destination of the students' choice using no more than nine words in the final presentation. This coincided with the unit being taught, Airline Geography.

The teacher was not over-reliant on the textbook or workbooks; a variety of instructional materials were utilized. For example, the students were presented with a rubric citing the expectations of the project and in the classroom they were provided the necessary materials to complete their work.

The content was presented in a variety of formats that enabled the students to interact with information in numerous ways. For example, they were instructed to review the destinations in the chapter and choose one of interest to them to work on during the class.

Content was provided through explanations and demonstrations by the teacher and students. For example, the students were provided with a variety of materials to work with such as, newspapers, travel guides, colored markers, and poster board.

Explanations were clear, logical, and appropriate for the level of the students. Examples were drawn from a variety of sources. Explanations included lecture, discussion, written instructions, and verbal explanation. Personalization was utilized when the teacher addressed each of the students by name.

During explanations, critical and reflective thinking was promoted when the teacher limited the number of words in the advertisement to nine words so the students would have to critically reflect on the impact of those words in the advertisement.

Key elements were emphasized by the use of a rubric the students could use to gauge how well they were progressing on the assignment and move through the process smoothly.

The pacing of the content was appropriate as evidenced by the fact that students appeared to be on task and complete the assignment in the allotted time.

TEAM

Consensus Evaluation Sheet

PD 7: Monitoring and Enhancing Learning

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

To start the year off to a good start this teacher sent out a "class letter of introduction" to all parents. She also routinely made phone calls home as evidence presented itself in her phone logs each month. Comments made on interim progress reports also demonstrated support for students and information for parents. Her routines with students set up a clear and structured approach for monitoring and enhancing learning. Class folders, "bellwork", projects with rubrics for scoring and routine tests and quizzes allow the student to build a successful grade point average in her classes if she / he engaged in learning. The variety of assessment strategies used by this teacher was very positive. Students were engaged in learning during my observation of her classes. During the observation, I noticed that she used appropriate questioning techniques as she showed a video on luxury cruises. She stopped the video and asked questions of listeners as well as referred to questions on their structured notes sheet. This teacher was very pleasant to parents during open house and demonstrated follow through with her LRP by calling home to say both positive and negative things to parents. She also wrote articles for the newsletter to highlight what students were doing in her classes. Use of schoolnet, Igpro and school website also demonstrated competence in this performance dimension.

TEAM

Consensus Evaluation Sheet

PD 8: Maintaining an Environment That Promotes Learning

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

This teacher must float this semester. She organizes her cart and brings to each class all the necessary materials. Therefore it is not truly fair to judge this area harshly. One room in particular that she must use is very cluttered with another teacher's materials. On the other hand you can sense her style by the way she manages the school café. The café was cleaned up by students under her direction and is kept clean daily. The entrepreneurship class does a marvelous job under her leadership. This class has even allowed her to create a business partner at school.

Two out of the three classes this teacher was assigned to teach this semester are new to her. She has worked well with staff to obtain what she needed and initiated a student club to show how innovative she can be with a course of studies. Her guidance of student led projects is flawless. Students are polite and have each plan for a project well thought out. The teacher has marvelous rapport with students. In class she took a student out in the hall to discuss a concern and was very calm and understanding in her approach. She has encouraged leadership among the students by letting them research an idea and present the plan to the class or outside staff members. Students feel comfortable now approaching adults with their ideas because they can verbalize them as well as hand in a written proposal. I did not see any weaknesses in this area.

TEAM

Consensus Evaluation Sheet

PD 9: Managing the Classroom

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

From day one this teacher established routines for each classroom. She shared with them what she expected from day one such as: pen/pencil, paper, class folder, textbook, attitude to learn. The teacher also informed students how routine tasks such as collecting homework and taking attendance would happen as well as how the class instruction would start with "bellwork". Discussing with the students proper work ethics is one of this teacher's major beginning and lasting messages. The students have embraced the message and demonstrate understanding of these concepts through their behavior on a student conference trip and while running the school café. Being on time, ready to learn, prepared, no excessive talking, no profanity, stay in seat, stay on task, take initiative, participate in class discussions and no grooming are the rules students have learned to follow in this class. Students talked about the rules and demonstrated their understanding of rules by general behavior as they walked into class and on the job in the café. Each day student may earn 10 points for good work ethics. When a student was not on task while watching a video, teacher redirected his attention to job assigned and he got back on task. No referrals were written during observation. Very few have been received all semester. Teacher does follow-up with parents and other resource staff when concerns arise. No weaknesses in this area were observed.

TEAM

Consensus Evaluation Sheet

PD 10: Fulfilling Professional Responsibilities Beyond the Classroom

Consensus Judgment: Competent

Rationale, Supporting Evidence, and Recommendations:

This teacher worked with two different staff members who also taught courses in family and consumer science as well as travel and tourism. Being new to the school did not matter, her ability to work with people and peers allowed her to plan and prepare with ease and enthusiasm. Learning how to work with our school-to-work coordinator also helped this teacher to use community resources and support instruction. She was able to take the students to Florida for a leadership conference, the National FCCLA Leadership Convention. She also attended a National Tech Prep Conference and each time came back and integrated what was learned into the classroom. Working within the community and with various community advisors has been another positive activity. During the advisory board meeting, her wonderful organizational skills and interpersonal skills made all committee members want to support the school programs even more than they already do each semester. Working with other school resources such as the psychologist and special education teachers assisted her students in meeting their goals for success. Use of behavior management specialist also helps when students seem to need a different person to talk to besides parent/teacher.

Participation in school clubs, church committees and national organizations is all part of this teachers routine. She started two clubs at school: FISH and FCCLA.

Through the use of Cornell note taking and SCOSIS in her classes she has demonstrated support for school goals. All deadlines and use of proper forms have been done with ease and on time. She also is a basketball coach and her enthusiasm to support student success in various ways is a major strength. No weakness was found in this performance area.

RECEIVED

MAR 26 2018

**Beaufort County School District
Principals' Visitation Form**

BCSD HUMAN RESOURCES

Directions: This visitation form must be completed prior to the scheduled formal visit / observation from the Superintendent.

School: Hilton Head Island High Principal Amanda O'Nan

1st Semester: Fall 2017 2nd Semester: _____

Part I

Instructional Enhancement

1. Number of in-school staff development activities conducted this semester. (Please indicate the dates, topics, length and presenters of each.)

Session	Date	Length	Presenters
Best Practice sharing	October 2017	1 hour	Various teachers
Newbie meetings	2x per month	1 hr each	Mike Lorenz
Tech Tuesdays	1 x per month	1 hr each	Tech Coach
Active shooter training	November 2017	1 hr	Capt with BCSO
IB teacher meeting/training for EE	1 per quarter	1 hr each	MB White
MYP training	October, Nov and Dec	1 hr each	Karszes

Form to be completed:
December
May

	2017	month	
MYP meeting with 9 th grade teachers	Sept 2017	2 hr	Karszes
MYP meetings for 10 th grade teachers	Sept 2017	2 hr	Karszes
504 training	Dec 2017	1 hr	By Leah Greco
ESOL training	August 2017	1 hr	Rojas
PLC meetings	Every month	1 hour each	PLC leaders

2. Describe activities conducted this semester to support your School Renewal Plan.

EOC

- a. Push in/inclusion with ESOL and SPED teachers in all EOC course
- b. Double up in ELA and Math in Ninth Grade for those in lowest quartile
- c. Structured Learning time instead of ILT
- d. Parent University for Hispanic Families on EOC and tutoring
- e. USA Test Prep is mandated in all EOC courses
- f. Data teams and Data meetings as well as PLC meetings
- g. Accountability and reflection sheets
- h. Teacher assignment
- i. MAP test in CP Ninth grade classes and set goals for growth

ACT

- j. Tutoring for ELA on Tues, Math on Wed
- k. Power Score Workshop for students
- l. Drop everything and ACT
- m. ACT vocab for bell warmers-school wide starting in Jan
- n. Text ACT word on the day
- o. In Fall, shared TCA to parents at PTSO and SIC meeting
- p. Every student has TCA login and can use Naviance

Form to be completed:

December

May

- q. Parent workshop on ACT

Grad rate

- r. Expectations Team meets bi weekly til closer to graduation
- s. "Graduation Coach"
- t. Every failing student at end of third quarter has parent conference with admin, counselor, parents (sometimes off campus)
- u. Visit local churches to talk about parent and community support
- v. Bi weekly meetings with all admin, counselors, nurse, SW and BMS to address all students.
- w. Bi weekly attendance meetings with admin and SW (before her FMLA)

Other:

1. Data Google classroom activity
2. Review the F's and percentage of Fs
3. SLO (mandated)
4. PLC monthly focus
5. Common planning for 10th grade MYP teachers
6. Common planning for NGA
7. Currents and Seahawk Curriculum newsletter

Form to be completed:
December
May

3. Describe below any concern that hinders the implementation of the School Renewal Plan and for which you desire District Office assistance during the next semester.

* -Teach to the 90 min block (student endurance) *

-CP classes for NGA to have 45 or 50 min year long blocks

-Teachers paid to tutor during their planning - *Buying back Planning? Use as a Supplement*

-Traffic is a hot topic and finger pointing

↳ DOT & Engineering Study

⇒ Bring everyone together

4. Describe below any other activities designed to support / enhance the goals of the school system.

Example: guidance / counseling activities.

1. Grief counseling teams

2. Community Day to focus on Economic Development

3. Seahawk Support Circle

4. Power Hour for job skills

5. Power Hour for careers

6. CAS hours

7. Partnership with USCB for Island Ambassadors

5. Provide a copy of your current year's budget. Updates should be provided after the first visit of the year.

Form to be completed:

December

May

Part II

Instructional Observations / Conferences

1. Number of Instructional Observations / Conferences:

	Principal	Assistant Principal	Department Chairs / Directors	Other	Total
A. Number of individual teachers receiving classroom observations with conferences	90 min observation : 37	90 min observations : 55	90 min observations: 13		
B. Number of individual teachers receiving classroom observations	Walk throughs (Counted more than once) 217	Walk throughs: 114	Walk throughs: 33		
C. Total number of observations	254	169	46		

Form to be completed:
December
May

2. Number of teachers in section "A" (above) for whom there is concern and an Improvement Plan has been developed to address instructional deficiencies.

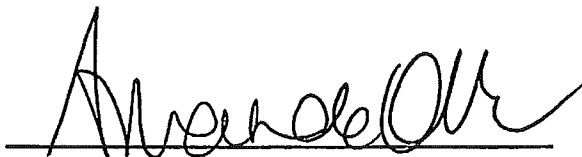


3. Number of visits from District Office support staff / coordinators.

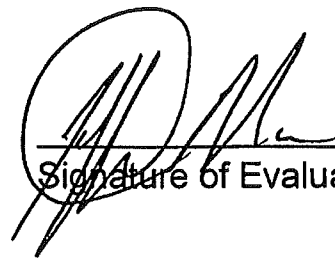
1. Oana Bejan-weekly-SPED IEP meetings
2. Anita Parker and Reggie Deas-ADEPT file audit
3. Gregory McCord-Drug testing
4. Dereck Rhoads-Academic support
5. Geri Henderson-Grief and academic support
6. Karen Gilbert-CATE programs
7. NKia Campbell-Teen Trendsetters
8. Chrissy Robinson, Mark Chauhan, and Joe Bass-Tech help
9. Alisha Rhoads-ESOL support
10. Tech coaches-Tech Tuesdays

4. Give a brief description of the activities, topics and concerns addressed this semester.

- * 1. Traffic and related issues at dismissal
2. Cluster cohesiveness and division



Signature of Principal Date



Signature of Evaluator Date

1-19-18

Form to be completed:
December
May

Principal's Summative Evaluation Form

Principal's Name: Elizabeth O'Nan School Year: 2016-2017
 School: HHHS District: BCSD

E: Exemplary P: Proficient NI: Needs Improvement U: Unsatisfactory

Performance Standard	Principal's Self-Assessment	Evaluator(s) Rating	Final Rating
Vision	E	E	E
Instructional Leadership	P	P	P
Effective Management	E	E	E
Climate	E	E	E
School/Community Relations	P	E	E
Ethical Behavior	E	E	E
Interpersonal Skills	E	E	E
Staff Development	P	P	P
Principal's Professional Development	P	P	P
Overall Summative Rating	Exemplary		

Comments/Feedback for Each Assessed Standard: (Use additional sheets if needed)

2 Focus on EOC's results & Closing Achievement Gaps.

Shanda Orr
Signature of Principal

Date

[Signature]
Signature of Evaluator
 (Signature of Evaluator #2)

8-24-17
Date
 (Date)

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

**BCSD School-based PD Plan
Submitted Annually by Each School Principal**

School Name	Hilton Head Island High School
Submitted By	Elizabeth O'Nan
Date Submitted	September 2013

Directions

Each school principal is asked to please complete and submit this BCSD School-based PD plan and attach the following three (3) items:

1. A calendar-based list of PD activities (Faculty trainings/meeting dates, times, etc. Please include identified use of teacher prep periods.) TAP schools should include cluster and leadership team long-range plans.
2. Principal professional PD plan (can be a list of goals and aligned trainings)
3. Schedule of staff orientation/PD for the week prior to school opening

As a reminder, faculty meetings should be geared towards professional development, not simply sharing of information that can be sent out via email/memo. In addition, please try and use no more than one teacher planning period per week for PD.

Beaufort County School District Professional Development Focus:

Beaufort County School District is committed to sustained professional development that is designed to improve the learning experiences of all students and ensure that each learner develops his/her potential by providing an excellent education in a safe, nurturing learning environment. Based on district priorities, which include the successful transition to the Common Core State Standards as the core of instruction and the academic initiatives that have been identified as essential to student learning goals: Literacy, Numeracy, Curriculum Alignment and Technology, professional development offerings should focus on the implementation and communication of the Common Core Standards, including the assessment of student learning and the integration of literacy skills in all curricular areas.

Brief Description of School-wide Professional Development Focus (use data to support your school's focus) and Academic Initiatives at your School (100 words or less).

Focus for 2013-14 School Year:

- * Learning Targets
- * School-wide writing initiative
- * Sub-group strategies (see attached data sheets)
- * Common Core Initiative
- * Reflection on Instruction
- * Common Assessments

The main focus will be on learning targets and the school-wide writing initiative. Looking at our data our sub-groups fell slightly from the previous year in ELA and Math HSAP and Algebra I EOC scores. Common weakness across the board is reading

Common Core Implementation Focus: Selecting ELA and Math Shift(s) focus for the 2013-14 school year

ELA/Literacy Shifts (Please choose at least one Shift)

- ☐ Complexity: Regular practice with complex text and its academic language
- ☒ Evidence: Reading, writing and speaking grounded in evidence from text, both literary and informational
- ☐ Knowledge: Building knowledge through content rich nonfiction

GOAL(S):

To increase HSAP, IB, AP and EOC passage rates among sub groups as well as entire population of test takers

Strategy/ Activity <i>What evidence based strategy/ activity will be implemented?</i>	Evidence of Implementation <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	Timeline <i>for completing the activity</i>	Persons Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	Evaluation <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Funding <i>What is the source? Title I, State, Local, Grants?</i>
School-wide writing initiative	Teachers reflection forms	August 2013-June 2014	API/ ELA Dept Chair	HSAP/AP/IB scores	0	0
Common Core Workshop	Teachers	August-June 2014	API/ELA Chair	Common Core assessment	0	0
Learning Target Presentation	Enhanced Adept Observation	August 2013-June 2014	Administration/Leadership	GBE Observation	0	0
Backward Design/Extended Essay	IB Chairperson	February 2014	IB Chairperson	IB Scores	0	0
PLC Meetings	Minutes from meetings	August 2013-June 2014	Building Principal	teacher feedback	0	0
Blackbelt Training	Teacher feedback	August 2013-2014	Karszes	teacher feedback	0	0
Curriculum Mapping /CC	Rubicon	August 2013- June 2014	District	teacher feedback	0	0
Roy Abshire Training	Observation	September 2013-May 2014	API	ELA Dept Chair feedback	district funded	district funded
Best Practices Monthly	Classroom Observations	September 2013-May 2014	Building Principal	teacher feedback	0	0
Infusing tech and CC	Classroom Observations	April 8 and 22	District Tech	scores	0	0

Mathematical Shifts (Please choose at least one Shift)

- ☒ Focus: Focus strongly where the Standards focus
- ☐ Coherence: Think across grades and link to major topics within grades
- ☐ Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

GOAL(S):

to increase passage rates on IB, AP, EOC and HSAP rates for sub groups as well as all test takers

Strategy/ Activity <i>What evidence based strategy/ activity will be implemented?</i>	Evidence of Implementation <i>How will you determine (know) and monitor that the strategy/activity was implemented?</i>	Timeline <i>for completing the activity</i>	Persons Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of strategy?</i>	Evaluation <i>How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Funding <i>What is the source? Title I, State, Local, Grants?</i>
Common Core Training	Teachers	August 2013-14	API and ELA Chair	Exit Exam	0	0
USA Test Prep	Teacher GBE	September 3	Teachers/ District Tech	Results of EOC/HSAP	0	0
IPAD Training	Teacher feedback	September 17	Teachers/ District Tech	Teacher survey completed by district	0	0
Organizing Outlook	Teacher feedback	October 1	Teachers/District Tech	Teacher survey completed by district	0	0
Converting Video	Teacher feedback	October 15	Teachers/District Tech	Teacher survey completed by district	0	0
Content lessons on iPad	Teacher feedback	October 29	Teacher/District Tech	Teacher survey completed by district	0	0
Using Whiteboard	Teacher feedback	November 12	Teacher/District Tech	Teacher survey completed by district	0	0
Nearpod on the iPad	Teacher feedback	December 3	Teacher/District Tech	Teacher survey completed by district	0	0
Google for Teachers	Teacher feedback	December 17	Teacher/District Tech	Teacher survey completed by district	0	0
Google Forms	Teacher feedback	January 14	Teacher/District Tech	Teacher survey completed by district	0	0

Principal Summative Evaluation Form

Principal's Name: Amanda O'Neil

School Year: 13-14

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision		✓	
2. Instructional Leadership	✓		
3. Effective Management	✓		
4. Climate		✓	
5. School/Community Relations	✓		
6. Ethical Behavior	✓		
7. Interpersonal Skills	✓		
8. Staff Development		✓	
9. Principal's Professional Development		✓	

	Exemplary	Proficient	Improvement Needed
Overall Rating	X		

[Signature]
Signature of Principal

Date

[Signature]
Signature of Evaluator

Date

7-30-14

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Commendations and/or Recommendations:[illegible]

Date _____

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Amanda O'Nan
Name of Principal

7-30-14
Date

Jeff Moss
Name of Superintendent/Designee

7-30-14
Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.• Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.• Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.• Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Shares with Community. Speaks at Comm/Civic groups.

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: *Aug. 5 Observations / wk, 48 hr Feedback loop.*

Visible in halls, Master schedule built around single shots, IB drives a lot of instructional decisions, Articulation on Curriculum, Reflection sheets on Grades - ~~Fast~~ Moety Teacher Presentations -

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Seeks and allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements• Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.• Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Often seeks, and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to most local, state, and federal requirements.• Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data.• Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely seeks and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.• Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.• Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.• Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: 4 Army searches - 2 in / 2 out - Budget is great -
Clean Bld - Drills enforced.

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff..• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: District year with Personnel + Student tragedies.

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: In the Community - Lives 4 min. Away
Different Church every 2 months - Town Council - Native Island
Business Meetings - Rotary - BEP Chamber.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation for all people.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation in most circumstances.• Adheres to local, state, and federal requirements <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Inconsistently models respect, understanding, sensitivity, and appreciation for all people.• Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Rules & Policies are followed. Moral compass
true.

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others.• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Communicates effectively with stakeholders to support school and district goals.• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others with few exceptions.• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Typically communicates effectively with stakeholders to support school and district goals.• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently demonstrates respect for others.• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Usually does not communicate effectively with stakeholders to support school and district goals.• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Communication Exceptional! Read all emails & returns phone calls. Willing to meet parents. Student Communication & respect Great.

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: IB drives PD. 2 Observations identify topics.
Curriculum Meetings are used to discuss topic.
Follow-up are in conversations. Video Feedbacks / 6 questions.

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an appropriate plan for professional development consistent with school and district goals.• Establishes and maintains a professional network with other administrators.• Complies with district and state professional development requirements.• Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements a plan for professional development.• Establishes and maintains a limited professional network with other administrators.• Complies with district and state professional development requirements.• Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an inappropriate plan for professional development.• Does not establish or maintain a professional network with other administrators.• Complies with district and state professional development requirements some of the time.• Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Time is a challenge. Attended IB - HSTW -
Personal Networking to question each other. School visits - yearly

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential individual in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the SCDE in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Grad Rate
88.9%

Amanda O'Nan 8-22-16
Name of Principal Date

Jeffrey C Moss 8-22-16
Name of Superintendent/Designee Date

	<u>F</u>	<u>S</u>	<u>Comb</u>	<u>Dist</u>
Alg I	70.8	67.7	69.3	79.3
Biology	80.0	84.0	81.9	79.8
Eng I	93.2	67.8	78 79.1	78.0
US History	81.8	73.9	79.6	73.3
	82.0%	74.2	78.5	77.8

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Improvement Needed level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.</p> <p>Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.</p> <p>Implements, evaluates, and refines the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.</p> <p>Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.</p> <p>Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.</p> <p>Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.</p> <p>Fails to implement, evaluate or refine the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Generally sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates some proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Rarely sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates little proficiency in analyzing research and assessment data.</p> <p>Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2:

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Seeks and allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements</p> <p>Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.</p> <p>Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Often seeks, and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to most local, state, and federal requirements.</p> <p>Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .</p> <p>Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Rarely seeks and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.</p> <p>Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.</p> <p>Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.</p> <p>Does not ensure the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff.</p> <p>Involves parents, students, and the community in efforts to create and maintain a positive learning environment.</p> <p>Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner.</p> <p>Deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.</p> <p>Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.</p> <p>Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner the majority of the time.</p> <p>Usually deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.</p> <p>Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.</p> <p>Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Rarely manages conflict and crisis situations in an effective and timely manner.</p> <p>Infrequently deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U

Evidence/Supporting Data:

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

<input checked="" type="checkbox"/> Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following: Develops an effective and interactive communications plan and public relations program. Participates in school community activities. Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. Responds to diverse community interests and needs. Creates and sustains a variety of opportunities for parent and community involvement in school activities. Collaborates with staff to develop effective strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by most of the following: Develops a somewhat effective and interactive communications plan and public relations program. Participates in selected school community activities. Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. Responds to diverse community interests and needs in most cases. Creates and sustains some opportunities for parent and community involvement in school activities. Collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by most of the following: Does not develop an effective and interactive communications plan and public relations program. Rarely participates in school community activities. Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. Rarely considers diverse community interests and needs. Misses opportunities for involving parents and the community in school activities. Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation in most circumstances.</p> <p>Adheres to local, state, and federal requirements</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Inconsistently models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Usually adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U
Evidence/Supporting Data:

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Demonstrates respect for others.</p> <p>Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Communicates effectively with stakeholders to support school and district goals.</p> <p>Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills.</p> <p>Other local criteria:</p> <p>_____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Demonstrates respect for others with few exceptions.</p> <p>Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Typically communicates effectively with stakeholders to support school and district goals.</p> <p>Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills on most occasions.</p> <p>Other local criteria:</p> <p>_____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Inconsistently demonstrates respect for others.</p> <p>Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Usually does not communicate effectively with stakeholders to support school and district goals.</p> <p>Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Oral and/or written communication skills hinder effective interactions with stakeholders.</p> <p>Other local criteria:</p> <p>_____</p> <p>_____</p>

Circle Rating: **E** P IN U

Evidence/Supporting Data:

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Encourages staff to set goals for professional growth.</p> <p>Shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Typically encourages staff to set goals for professional growth.</p> <p>Usually shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Usually encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.</p> <p>Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Inconsistently encourages staff to set goals for professional growth.</p> <p>Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Sometimes encourages and develops distributed leadership.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U

Evidence/Supporting Data:

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements an appropriate plan for professional development consistent with school and district goals.</p> <p>Establishes and maintains a professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements a plan for professional development.</p> <p>Establishes and maintains a limited professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements an inappropriate plan for professional development.</p> <p>Does not establish or maintain a professional network with other administrators.</p> <p>Complies with district and state professional development requirements some of the time.</p> <p>Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U
Evidence/Supporting Data:

Standard 10: Student Growth

A school principal is an educational leader who is responsible for the success and achievement of all students by being accountable for student outcomes within federal, state, and local assessments and other evidence used to determine the academic growth or status of all students. On formal evaluation, multiple years of academic student growth will be considered and account for at least 20% of the overall rating; however, the matrix on the summative rating page controls. "Student growth" is defined as the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means, for grades and subjects in which assessments are required under ESEA section 1111(b)(3) ("*tested grades and subjects*"), a student's score on such assessments; and student achievement may include other measures of student learning, provided they are rigorous and comparable across schools within an LEA. "Other measures of student learning" includes alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement.

Criteria: Performance criteria below describe the observed levels of proficiency for the Student Growth Standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

Unsatisfactory

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- Rarely establishes and makes known objectives which document the academic growth or status of all students.
- Rarely uses assessments or statistics to establish the achievement levels or status of all students.
- Seldom accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Frequently uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Improvement Needed

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- Seldom establishes and makes known objectives which document the academic growth or status of all students.
- Seldom uses assessments or statistics to establish the achievement levels or status of all students.
- Frequently does not account for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Sometimes uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Proficient

The principal's performance is characterized by some of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets State standard.
- Occasionally does not establish and make known objectives which document the academic growth or status of all students.
- Usually uses assessment or statistic to establish the achievement levels or status of all students.
- Usually accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Occasionally uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Usually reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Exemplary

The principal's performance is characterized by most of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- Most of the time establishes and makes known objectives which document the academic growth or status of all students.
- Most of the time uses assessments or statistics to establish the achievement levels or status of all students.
- Almost always accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Rarely uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Almost always reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Rating: E **P** IN U

Evidence/Supporting Data: _____

Principal's Summative Evaluation: Independent Rating Form

Principal's Name:	Amanda O'NAN	School Year:	2015-16
School:	HHS High	District:	BCSD

Performance Standard	Rating Profile			
	Exemplary	Proficient	Improvement Needed	Unsatisfactory
Vision	✓			
Instructional Leadership	✓			
Effective Management	✓			
Climate	✓			
School-Community Relations	✓			
Ethical Behavior	✓			
Interpersonal Skills	✓			
Staff Development	✓			
Principal's Professional Development	✓			
Summative Rating on Professional Standards	✓			
Student Growth		✓		
Overall Summative Rating:	✓			

Decision Matrix

Professional Practice	Student Growth			
	Unsatisfactory	Improvement Needed (IN)	Proficient	Exemplary
Unsatisfactory	Unsatisfactory	Improvement Needed	Improvement Needed	Improvement Needed
Improvement Needed	Unsatisfactory	Improvement Needed	Proficient	Proficient
Proficient	Improvement Needed	Improvement Needed	Proficient	Proficient
Exemplary	Improvement Needed	Proficient	Proficient	Exemplary

Signature of Principal

Date

Signature of Evaluator

Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Principal Summative Evaluation Form

Principal's Name: Amanda O'Neil

School Year: 13-14

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision		✓	
2. Instructional Leadership	✓		
3. Effective Management	✓		
4. Climate		✓	
5. School/Community Relations	✓		
6. Ethical Behavior	✓		
7. Interpersonal Skills	✓		
8. Staff Development		✓	
9. Principal's Professional Development		✓	

	Exemplary	Proficient	Improvement Needed
Overall Rating	X		

[Signature]
Signature of Principal

Date

[Signature]
Signature of Evaluator

7-30-14
Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Amanda O'Nam
Name of Principal

7-30-14
Date

[Signature] Moss
Name of Superintendent/Designee

7-30-14
Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.• Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.• Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.• Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Shares with Community. Speaks at Comm/Civic groups.

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: *Aug. 5 Observations / wk, 48 hr Feedback loop.*

*Visible in halls, Master schedule built around single shots. IB
Jones a lot of instructional decisions. Articulation on Curriculum.
Reflection sheets on Grades - ~~Fast~~ Moety Teacher Presentations -*

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Seeks and allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements• Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.• Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Often seeks, and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to most local, state, and federal requirements.• Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .• Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely seeks and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.• Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.• Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.• Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: 4 dry sweaters - 2 in / 2 out - Budget is great -
Clean Bd - Drills enforced.

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff..• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: District year with Personnel + Student tragedies.

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: In the Community - Lives 4 min. Away
Different Church every 2 months - Town Council - Native Island
Business Meetings - Rotary - BEP Chamber.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation for all people.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation in most circumstances.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Inconsistently models respect, understanding, sensitivity, and appreciation for all people.• Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Rules & Policies are followed. Moral compass
true.

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others.• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Communicates effectively with stakeholders to support school and district goals.• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others with few exceptions.• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Typically communicates effectively with stakeholders to support school and district goals.• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently demonstrates respect for others.• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Usually does not communicate effectively with stakeholders to support school and district goals.• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Communication Exceptional! Read all emails & returns phone calls. Willing to meet parents. Student Communication & respect Great.

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: IB drives P.D. = Observations identify topics
Curriculum Meetings are used to discuss topic.
Follow-up are in conversations. Video Feedbacks / 6 questions.

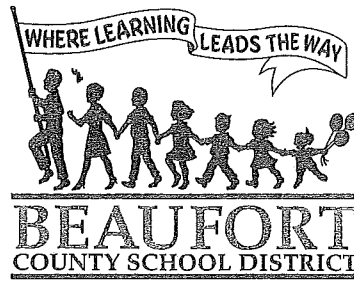
Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an appropriate plan for professional development consistent with school and district goals.• Establishes and maintains a professional network with other administrators.• Complies with district and state professional development requirements.• Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements a plan for professional development.• Establishes and maintains a limited professional network with other administrators.• Complies with district and state professional development requirements.• Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an inappropriate plan for professional development.• Does not establish or maintain a professional network with other administrators.• Complies with district and state professional development requirements some of the time.• Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Time is a challenge. Attended ID - HSTW -
Personal Networking to question each other. School visits - yearly



September 22, 2012

Amanda O'Nan
Hilton Head Island High
70 Wilborn Road
Hilton Head Island, SC 29926

Dear Amanda,

In 2012, the State Department of Education changed the monitoring system for principal evaluations. Formerly, a district submitted an assurance form that at least 1/3 of its principals are evaluated successfully annually. As you know, Beaufort County School District's administrative rule requires evaluations of principals annually. As well, the Board of Education has a policy performance goal that stipulates annual evaluations.

The State Department of Education has changed from an assurance form to a Principal Evaluation Tool, with a three-level scale instead of a five-level scale. Therefore, the 2011-12 planning document that we used in fall 2011 is being revised in our summative review this month.

The academic achievement dashboard (attached) for 2011-12 has been revised to reflect recent changes in accountability.

Thanks for all you do to help students learn. I am extremely proud of you and salute your progress as you have led your school toward excellence.

Sincerely,

A handwritten signature in cursive script that reads "Valerie".

Valerie Truesdale, Ph.D.
Superintendent

Congratulations!

PRINCIPAL EVALUATION TOOL

2011-2012 SCHOOL YEAR

Principal: Amanda O'Nan

Evaluator/Superintendent: Jackie Rosswurm / Valerie Truesdale

Completion Date: September 11, 2012

Submitted Date:

Please answer the following questions:

YES NO

Principal received an orientation to the Program for Assisting, Developing, and Evaluating Performance, standards and criteria, and regulations governing the principal evaluation process.	X	
Evaluator met with the principal to discuss the evaluation instrument(s) and procedures. (by September 15 or within one month of hire date).	X	
Evaluator clarified questions concerning criteria and standards.	X	
Evaluator informed principals of district expectations and requirements for data collection.	X	

Orientation Conference: August 2011

Mid Term Conference:

End of Year Conference: September 11, 2012

Evaluator reviewed with the principal, the completed Principal Evaluation instrument(s).	X	
Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.	X	
Principal received a copy of the completed evaluation instrument(s).	X	

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.◦ Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.◦ Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.◦ Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.◦ Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.◦ Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.◦ Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.◦ Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.◦ Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.◦ Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Revised Principal Dashboards -- Updated 9/20/2012

Attached are the revised principals' dashboards. I have highlighted in yellow the missing data points. Here are the issues we are still facing.

1. State EOC scores are still not available. I contacted Lisa Woodard at the state department, but have not heard back from her. Therefore, four data points are missing for each high school except Bluffton which has only 3 EOC tests.
2. There are no state scores for AP available at this time.
3. Hilton Head still has not received the IB scores.

Results:

Battery Creek High -- Received 15 out of 26 points with 4 points still to be determined. Currently BCHS is at the Meets level, but can reach Exceeds if they can earn 2 more points.

Beaufort High -- Received 19 out of 26 points with 4 points still to be determined. Currently BHS is at the Exceeds level, but can reach Substantially Exceeds if they can earn 3 more points.

Bluffton High-- Received 16 out of 23 points with 4 points still to be determined. Currently BLHS is at the Exceeds level, but can reach Substantially Exceeds if they can earn 3 more points.

Hilton Head Island High -- Received 18 out of 29 points with 8 points still to be determined. Currently HHIHS is at the Meets level, but can reach Exceeds if they can earn 1 more point and can reach Substantially Exceeds with 7 more points.

Whale Branch ECHS -- Received 8 out of 17 points with 4 points still to be determined. Currently WBECHS is at the Meets level, but can reach Exceeds if they can earn 3 more points.

Academic Achievement Dashboard 2011-2012

Hilton Head Island High School

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

7. Establish and communicate clear expectations for benchmarked transitions to all stakeholders.
- f) Tenth grade HSAP assessment based on ELA and Mathematics

III. Ensure that testing takes place with reliability protocols

- c) Establish standard comparison (between the students in Beaufort County and the performance of students at the state and national level.

Measures

HSAP- first time takers will meet or exceed the state average for successfully passing two tests.

LHSAP -The percent of students passing will be at 84.1.

HSAP % Passing 1st Time

	2010	State	GAP	2011	State	GAP	2012	State	GAP	Closing Gap
ELA	87.8	85.9	-1.9	91.5	88.6	-2.9	89.1	89.1	0.0	yes
Math	83.8	81.7	-2.1	84.4	81.2	-3.2	83.8	82.2	-1.6	yes
Both*	81.0	78.6	-2.4	83.4	79.4	-4.0	82.3	80.1	-2.2	yes
Objectives met =			3			3		Objectives met =	3	3

*preliminary district data

LHSAP % Passing

	2010	Goal	GAP	2011	Goal	GAP	2012	Goal	GAP	Closing Gap
	92.9	84.1	-8.8	93.5	84.1	-9.4	94.7	84.1	-10.6	yes
Objectives met =			1			1		Objectives met =	1	1

The percent passing requirements to earn points on the EOC report card are as follows:

HSAP: 63.1 = 3 points, 83.0 = 4 points, 93.0 = 5 points

LHSAP: 84.1 = 3 points, 94.3 = 4 points, 97.0 = 5 points

2012 Total HSAP Objectives Met =	8	of 8
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Measure

The percent of students meeting the state standard on the End of Course Test on English I, Algebra I, Biology I, and U. S. History will meet the state's average .

End of Course	2010	State	GAP	2011	State	GAP	2012	State	GAP	Closing Gap
Algebra I	73.2	80.2	7.0	71.9	82.1	10.2	84.0	TBA	#VALUE!	yes
Biology				74.6	68.0	-6.6	81.5	TBA	#VALUE!	yes
English I	75.6	73.7	-1.9	75.2	72.5	-2.7	86.4	TBA	#VALUE!	yes
U. S. History	38.9	46.3	7.4	67.0	49.7	-17.3	61.1	TBA	#VALUE!	no
Objectives met =			1	Objectives met =		3	Objectives met =		0	3

The percent passing requirements to earn points on the EOC report card are as follows:

Combined EOCEP: 42.0= 3 points, 64.3 = 4 points, 75.5 = 5 points

2012 Total EOC Objectives Met = 3 of 8

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

III. Ensure that testing takes place with reliability protocols
c) Establish standard comparison between the students in Beaufort County and the performance of students at the state and national level

Measures: ACT- students will score at or above the state composite average ACT performance.
SAT- students will score at or above the state composite average SAT performance

2010 SAT Composite	State	National	GAP	2011 SAT Composite	State	National	GAP	2012 SAT Composite	State	National	Closing Gap
1508	1447	1509	-61	1473	1427	1500	-46	1479	1431	1498	yes
Objectives met =			1	Objectives met =			1	Objectives met =		1	1

2010 ACT Composite	State	National	GAP	2011 ACT Composite	State	National	GAP	2012 ACT Composite	State	National	Closing Gap
23.2	20.0	21.0	-3.2	22.6	20.1	21.1	-2.5	22.2	20.2	21.1	yes
Objectives met =			1	Objectives met =			1	Objectives met =		1	1

The percent passing requirements to earn points on the EOC report card are as follows:

Grad rate: 59.6 = 3 points, 84.0 = 4 points, 96.1 = 5 points

2012 Total ACT & SAT Objectives Met = 4 of 4

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task D

Increase the student graduation rate. Decrease drop-out rate, and retrieve dropouts.

Measures: Increase the student graduation rate by 5% each year with the ultimate goal of 90% by 2020.

Increase the 9th gr. success rate for students passing Algebra 1 and English 1 by the end of ninth grade.

Graduation Rate	2009	2010	2010	2011	2011	2012	2012	Met Goal	2011	2012	Met Goal	Closing Gap
	72.7	63.4	63.4	73.7	73.7	81.7	81.7	yes	73.7	81.7	yes	yes
Objectives met =			Objectives met =		1	Objectives met =		1	Objectives met =		1	1

9th GR Success	2011	2012	2010	2011	2011	2012	2012	Met Goal	2011	2012	Met Goal
	76.6	76	76	86.8	86.8	86.5	86.5	yes	86.8	86.5	no
Objectives met =			Objectives met =		1	Objectives met =		1	Objectives met =		0

260 out of 311 first time 9th graders

2012 Total Grad Rate Objectives Met =	2	of 3
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.3. Task A

1. Appropriately challenge students who are meeting or exceeding state standards.

Measures:

Increase participation in AP and IB by 5%.

Increase passing rate to meet the state average.

AP Tests Taken	2009	2010	2010	2011	2011	2012	2012	Met Goal	2011	2012	Met Goal
	414	446	446	418	418	390	390	no	418	390	no
Objectives met =			Objectives met =		0	Objectives met =		0	Objectives met =		0

AP % Passing	2010	2010	2011	2011	2012	2012	2012	Met Goal	2011	2012	Met Goal	Closing Gap
	43	55	44.2	56	46.9	TBA	TBA	no	46.9	TBA	no	yes
Objectives met =			Objectives met =		0	Objectives met =		0	Objectives met =		0	1

IB Tests Taken	2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	230	274	yes	234	202	no	202	TBA	no
Objectives met =			1	Objectives met =		0	Objectives met =		0

IB % Passing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	37	68.9	no	59.4	65.8	no		TBA	no	TBA
Objectives met =			0	Objectives met =		0	Objectives met =		0	0

2012 Total AP and IB Objectives Met =	1	of 6
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Substantially Exceeds Expectations = 25-29 objectives met
Exceeds Expectations = 19-24 objectives met
Meets Expectations = 15-18 objectives met
Needs Improvement = 0 - 14 objectives met

Met AYP	
Palmetto Gold	
Palmetto Silver	
Closed Achievement GAP	
Objectives Met =	0

Total Objectives Met =	18	of 29
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Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Seeks and allocates resources to achieve school and district goals.Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirementsScreens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Often seeks, and/or adequately allocates resources to achieve school and district goals.Plans and administers budgeting and purchasing according to most local, state, and federal requirements.Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Rarely seeks and/or adequately allocates resources to achieve school and district goals.Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: _____

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.◦ Models respect, understanding, sensitivity, and appreciation for all people.◦ Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.◦ Models respect, understanding, sensitivity, and appreciation in most circumstances.◦ Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.◦ Inconsistently models respect, understanding, sensitivity, and appreciation for all people.◦ Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Demonstrates respect for others.◦ Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.◦ Communicates effectively with stakeholders to support school and district goals.◦ Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.◦ Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Demonstrates respect for others with few exceptions.◦ Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.◦ Typically communicates effectively with stakeholders to support school and district goals.◦ Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.◦ Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">◦ Inconsistently demonstrates respect for others.◦ Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.◦ Usually does not communicate effectively with stakeholders to support school and district goals.◦ Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.◦ Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data:

*Be confident of your own
analysis and judgment.*

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Develops and implements an appropriate plan for professional development consistent with school and district goals.Establishes and maintains a professional network with other administrators.Complies with district and state professional development requirements.Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Develops and implements a plan for professional development.Establishes and maintains a limited professional network with other administrators.Complies with district and state professional development requirements.Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">Develops and implements an inappropriate plan for professional development.Does not establish or maintain a professional network with other administrators.Complies with district and state professional development requirements some of the time.Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Specify area of Amanda's
interest for personal professional
growth.

Pre-Planning Goals 2012-13

Name of Principal: Amanda O'Nan

Commendations for 2011-12 and/or Recommendations for 2012-13:

Amanda is commended for leading her school to become a Palmetto's finest award winning school. Steady progress has resulted in exemplary performance on instructional, behavioral and climate measures. Keep up the outstanding contributions! We are very proud of your goal attainment.

Amanda is interested in professional learning communities. We will nominate her for SC-ASCD Board.

Amanda O'Nan
Signature of Principal

9/11/12
Date

J. Guerdall
Signature of Evaluator

9/10/12
Date

Principal Summative Evaluation Form 2011-12

Principal's Name: Amanda O'Nan School Year: 2011-12

School: Hilton Head Island High District: Beaufort County School District

PERFORMANCE STANDARD		RATING PROFILE		
		EXEMPLARY	PROFICIENT	IMPROVEMENT NEEDED
1. Vision		✓	<i>Palmetto's Trust!</i>	
2. Instructional Leadership		✓		
3. Effective Management		✓		
4. Climate		✓		
5. School/Community Relations		✓		
6. Ethical Behavior			✓	
7. Interpersonal Skills			✓	
8. Staff Development		✓		
9. Principal's Professional Development			✓	
OVERALL RATING		✓		

Amanda O'Nan

Signature of Principal

9/11/12

Date

J. Innesdale

Signature of Evaluator

9/10/12

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

ESSENTIAL AGREEMENTS

Our goal as a Leadership Team, comprised of school principals and district leaders, is to create a common vision, articulated by a common language, accomplished through common goals, based on common sense.

We embrace these *Essential Agreements* and pledge to:

Make all decisions in the best interest of students

Insist on high expectations for all

Be as transparent as possible

Treat all with respect and dignity

Provide and promote safe and secure learning environments

Consciously work to build and sustain trust

Involve others in decision-making process

Build parent and community involvement in schools and district

Support initiatives with resources to guarantee a viable curriculum

Ensure vertical and horizontal communication

Use data to inform and drive decisions

Provide high-quality, relevant, sustained professional development based on best practices

Address poor performance in employees, and

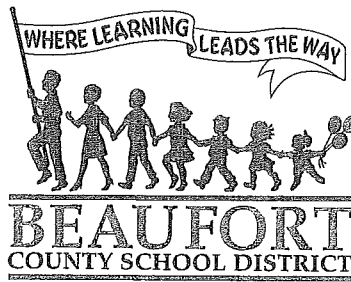
Raise the bar collaboratively.

Developed by the Leadership Team, comprised of principals, senior staff, directors and coordinators, of Beaufort County School District, July 2008; affirmed December 2008, July 2009, July 2010 and March 2012, with slight edits. BCSD leaders agree to practice and uphold these Essential Agreements during the 2011-12 school year and to re-visit the Agreements in August 2012.

2009 - 2012 PASS: % of Students Scoring Met and Above

	2009				2010				2011				2012			
	BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE		BCSD	STATE	GAP to STATE	
Grade 3																
Writing	64.8	68.9	-4.1		65.5	71	-5.5		78.1	80	-1.9		79.8	80.3	-0.5	
ELA	73.4	78.0	-4.6		77.3	80.7	-3.4		69.1	70.4	-1.3		71.8	72.6	-0.8	
Math	59.8	67.1	-7.3		64.4	70	-5.6		58.2	60.8	-2.6		59.2	60.7	-1.5	
Science	58.6	61.6	-3		48.4	55.7	-7.3		72.2	76.6	-4.4		70.3	74.6	-4.3	
Social Studies	63.0	74.4	-11.4		61.3	73.2	-11.9									
Grade 4																
Writing	66.5	70.1	-3.6		69.1	72.3	-3.2		77.6	78	-0.4		77.7	78.2	-0.5	
ELA	71.9	75.6	-3.7		75.6	76.5	-0.9		82.5	79.4	3.1		79.5	78.4	1.1	
Math	76.5	76.8	-0.3		77.9	76.7	1.2		69.1	70.9	-1.8		72.5	73.8	-1.3	
Science	68.0	68.7	-0.7		66.7	69.3	-2.6		77	77.1	-0.1		79.9	80.9	-1	
Social Studies	78.4	79.8	-1.4		73.7	76.2	-2.5									
Grade 5																
Writing	74.1	73.2	0.9		73.1	74.5	-1.4		77.5	77.7	-0.2		71.7	73.5	-1.8	
ELA	80.3	80.0	0.3		77.9	78.1	-0.2		79.8	78.3	1.5		75.6	76.5	-0.9	
Math	71.6	73.5	-1.9		71.6	71.3	0.3		77.6	75.3	2.3		76.4	76.1	0.3	
Science	67.5	68.3	-0.8		63.6	66	-2.4		64.8	64.9	-0.1		68.7	71.7	-3	
Social Studies	64.9	70.0	-5.1		66.3	66.1	0.2		69.9	70.4	-0.5		70.8	69.9	0.9	
Grade 6																
Writing	69.6	70.3	-0.7		71.1	71.9	-0.8		71.3	70.2	1.1		69.2	69.7	-0.5	
ELA	69.4	71.7	-2.3		70.8	72.2	-1.4		73.3	72.5	0.8		72.6	73.6	-1	
Math	65.9	70.3	-4.4		69.2	70.3	-1.1		63.3	64.9	-1.6		61.6	66.1	-4.5	
Science	58.2	64.0	-5.8		55.9	60.9	-5		75.7	77.6	-1.9		76.4	77.8	-1.4	
Social Studies	80.9	79.6	1.3		79.3	79.4	-0.1									
Grade 7																
Writing	71.7	70.1	1.6		69.5	69.7	-0.2		70.5	68.4	2.1		71.1	71.4	-0.3	
ELA	68.8	68.7	0.1		70.2	69.2	1		73.1	69.7	3.4		72	71.6	0.4	
Math	68.6	69.4	-0.8		67.5	67	0.5		70	71.7	-1.7		71.7	74.8	-3.1	
Science	69.0	71.1	-2.1		75.9	73.4	2.5		63	63.4	-0.4		67.1	68.7	-1.6	
Social Studies	61.8	60.2	1.6		64	62	2									
Grade 8																
Writing	66.4	68.2	-1.8		73.7	71.9	1.8		68.5	67.8	0.7		71.4	74.1	-2.7	
ELA	65.7	67.5	-1.8		64.6	63.7	0.9		70.7	67.8	2.9		70.2	69.8	0.4	
Math	61.4	62.7	-1.3		63.7	63.4	0.3		70.8	69.5	1.3		66.8	68.6	-1.8	
Science	63.6	62.3	1.3		66.8	67.7	-0.9		73.7	70.1	3.6		76.8	75.4	1.4	
Social Studies	66.9	69.6	-2.7		69.8	68.8	1		70	71.9	-1.9		61.8	71.4	-9.6	

File each w/ evaluations



Amanda Onan

September 27, 2012

Dear High School Principals,

We completed revision of the high school level Academic Achievement dashboards. Attached is the 2011-12 dashboard for your school.

Best wishes for continued success as you stretch your school toward excellence.

Sincerely,

Valerie P. Truesdale

Valerie P. Truesdale, Ph.D.
Superintendent

c: Dereck Rhoads
Jackie Rosswurm

Academic Achievement Dashboard 2011-2012

Hilton Head Island High School

Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

7. Establish and communicate clear expectations for benchmarked transitions to all stakeholders.
- f) Tenth grade HSAP assessment based on ELA and Mathematics.

III. Ensure that testing takes place with reliability protocols

- c) Establish standard comparison (between the students in Beaufort County and the performance of students at the state and national level.

Measures

HSAP- first time takers will meet or exceed the state average for successfully passing two tests.

LHSAP -The percent of students passing will be at 84.1.

HSAP % Passing 1st Time

	2010	State	GAP	2011	State	GAP	2012	State	GAP	Closing Gap
ELA	87.8	85.9	-1.9	91.5	88.6	-2.9	89.1	89.1	0.0	yes
Math	83.8	81.7	-2.1	84.4	81.2	-3.2	83.8	82.2	-1.6	yes
Both*	81.0	78.6	-2.4	83.4	79.4	-4.0	82.3	80.1	-2.2	yes
Objectives met =			3			3			3	3

*preliminary district data

LHSAP % Passing

	2010	Goal	GAP	2011	Goal	GAP	2012	Goal	GAP	Closing Gap
	92.9	84.1	-8.8	93.5	84.1	-9.4	94.7	84.1	-10.6	yes
Objectives met =			1			1			1	1

The percent passing requirements to earn points on the EOC report card are as follows:

HSAP: 63.1 = 3 points, 83.0 = 4 points, 93.0 = 5 points

LHSAP: 84.1 = 3 points, 94.3 = 4 points, 97.0 = 5 points

2012 Total HSAP Objectives Met = 8 of 8

Measure

The percent of students meeting the state standard on the End of Course Test on English I, Algebra I, Biology I, and U. S. History will meet the state's average.

End of Course	2010	State	GAP	2011	State	GAP	2012	State	GAP	Closing Gap
Algebra I	73.2	80.2	7.0	71.9	82.1	10.2	82.7	81.7	-1.0	yes
Biology				74.6	68.0	-6.6	77.6	76.3	-1.3	yes
English I	75.6	73.7	-1.9	75.2	72.5	-2.7	83.5	74.0	-9.5	yes
U. S. History	38.9	46.3	7.4	67.0	49.7	-17.3	51.1	52.8	1.7	no
Objectives met =			1			3			3	3
							Objectives met =			

The percent passing requirements to earn points on the EOC report card are as follows:

Combined EOCEP: 42.0 = 3 points, 64.3 = 4 points, 75.5 = 5 points

2012 Total EOC Objectives Met =	6 of 8
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task A

- iii. Ensure that testing takes place with reliability protocols
- c) Establish standard comparison between the students in Beaufort County and the performance of students at the state and national level

Measures: ACT- students will score at or above the state composite average ACT performance.
SAT- students will score at or above the state composite average SAT performance

2010 SAT Composite	State	National	GAP	2011 SAT Composite	State	National	GAP	2012 SAT Composite	State	National	GAP	Closing Gap
1508	1447	1509	-61	1473	1427	1500	-46	1479	1431	1498	-48	yes
Objectives met =			1				1				1	1
				Objectives met =				Objectives met =				

2010 ACT Composite	State	National	GAP	2011 ACT Composite	State	National	GAP	2012 ACT Composite	State	National	GAP	Closing Gap
23.2	20.0	21.0	-3.2	22.6	20.1	21.1	-2.5	22.2	20.2	21.1	-2.0	yes
Objectives met =			1				1				1	1
				Objectives met =				Objectives met =				

The percent passing requirements to earn points on the EOC report card are as follows:

Grad rate: 59.6 = 3 points, 84.0 = 4 points, 96.1 = 5 points

2012 Total ACT & SAT Objectives Met =	4 of 4
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.1. Task D

Increase the student graduation rate. Decrease drop-out rate, and retrieve dropouts.

Measures: Increase the student graduation rate by 5% each year with the ultimate goal of 90% by 2020.

Increase the 9th gr. success rate for students passing Algebra 1 and English 1 by the end of ninth grade.

Graduation Rate	2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal	Closing Gap
	72.7	63.4	no	63.4	73.7	yes	73.7	81.7	yes	yes
Objectives met =			0	Objectives met =		1	Objectives met =		1	1

9th GR Success	2011	2012	Met Goal	2010	2011	Met Goal	2012	Met Goal
	76.6	76	no	76	86.8	yes	86.5	no
Objectives met =			0	Objectives met =		1	Objectives met =	0

260 out of 311 first time 9th graders

2012 Total Grad Rate Objectives Met =	2	of 3
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Strategic Plan Goal 1, Strategy 1.1., Objective 1.1.3. Task A

1. Appropriately challenge students who are meeting or exceeding state standards.

Measures:

Increase participation in AP and IB by 5 %.

Increase passing rate to meet the state average.

AP Tests Taken	2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	414	446	yes	446	418	no	418	390	no
Objectives met =			1	Objectives met =		0	Objectives met =		0

AP % Passing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	43	55	no	44.2	56	no	46.9	TBA	no	yes
Objectives met =			0	Objectives met =		0	Objectives met =		0	1

IB Tests Taken	2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	230	274	yes	234	202	no	202	TBA	no
Objectives met =			1	Objectives met =		0	Objectives met =		0

IB % Passing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	37	68.9	no	59.4	65.8	no		TBA	no	TBA
Objectives met =			0	Objectives met =		0	Objectives met =		0	0

2012 Total AP and IB Objectives Met =	1	of 6
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Substantially Exceeds Expectations = 25-29 objectives met
Exceeds Expectations = 19-24 objectives met
Meets Expectations = 15-18 objectives met
Needs Improvement = 0 - 14 objectives met

Met AYP	
Palmetto Gold	
Palmetto Silver	
Closed Achievement GAP	
Objectives Met =	0

Total Objectives Met =	21	of 29
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Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Improvement Needed level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.</p> <p>Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.</p> <p>Implements, evaluates, and refines the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.</p> <p>Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.</p> <p>Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.</p> <p>Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.</p> <p>Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.</p> <p>Fails to implement, evaluate or refine the plan of action for achieving the school's vision.</p> <p>Other local criteria:</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential individual in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the SCDE in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Grad Rate
88.9%

Amanda O'Nan 8-22-16
Name of Principal Date

Jeffrey C Moss 8-22-16
Name of Superintendent/Designee Date

	F	S	Comb	Dist
Alg I	70.8	67.7	69.3	79.3
Biology	80.0	84.0	81.9	79.8
Eng I	93.2	67.8	78.9	78.0
US History	81.8	73.9	77.6	73.3
	82.0%	74.2	78.5	77.8

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Generally sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates some proficiency in analyzing research and assessment data.</p> <p>Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Rarely sets and communicates high standards for curricular/instructional quality and student achievement.</p> <p>Demonstrates little proficiency in analyzing research and assessment data.</p> <p>Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.</p> <p>Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.</p> <p>Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2:

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Seeks and allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements</p> <p>Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.</p> <p>Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Often seeks, and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing according to most local, state, and federal requirements.</p> <p>Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .</p> <p>Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.</p> <p>Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Rarely seeks and/or adequately allocates resources to achieve school and district goals.</p> <p>Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.</p> <p>Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.</p> <p>Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.</p> <p>Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.</p> <p>Does not ensure the maintenance of a clean and aesthetically pleasing school environment.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff.</p> <p>Involves parents, students, and the community in efforts to create and maintain a positive learning environment.</p> <p>Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner.</p> <p>Deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.</p> <p>Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.</p> <p>Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Manages conflict and crisis situations in an effective and timely manner the majority of the time.</p> <p>Usually deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.</p> <p>Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.</p> <p>Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.</p> <p>Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.</p> <p>Rarely manages conflict and crisis situations in an effective and timely manner.</p> <p>Infrequently deals with student misconduct in a prompt and effective manner.</p> <p>Other local criteria: _____</p>

Circle Rating: **E** P IN U

Evidence/Supporting Data:

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following: Develops an effective and interactive communications plan and public relations program. Participates in school community activities. Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. Responds to diverse community interests and needs. Creates and sustains a variety of opportunities for parent and community involvement in school activities. Collaborates with staff to develop effective strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by most of the following: Develops a somewhat effective and interactive communications plan and public relations program. Participates in selected school community activities. Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. Responds to diverse community interests and needs in most cases. Creates and sustains some opportunities for parent and community involvement in school activities. Collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____	The principal's performance is characterized by most of the following: Does not develop an effective and interactive communications plan and public relations program. Rarely participates in school community activities. Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. Rarely considers diverse community interests and needs. Misses opportunities for involving parents and the community in school activities. Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. Other local criteria: _____

Circle Rating: **E** P IN U

Evidence/Supporting Data:

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Models respect, understanding, sensitivity, and appreciation in most circumstances.</p> <p>Adheres to local, state, and federal requirements</p> <p>Other local criteria: _____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.</p> <p>Inconsistently models respect, understanding, sensitivity, and appreciation for all people.</p> <p>Usually adheres to local, state, and federal requirements.</p> <p>Other local criteria: _____</p>

Circle Rating: E P IN U
Evidence/Supporting Data:

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Demonstrates respect for others.</p> <p>Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Communicates effectively with stakeholders to support school and district goals.</p> <p>Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills.</p> <p>Other local criteria:</p> <p>_____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Demonstrates respect for others with few exceptions.</p> <p>Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Typically communicates effectively with stakeholders to support school and district goals.</p> <p>Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Uses appropriate oral and written communication skills on most occasions.</p> <p>Other local criteria:</p> <p>_____</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Inconsistently demonstrates respect for others.</p> <p>Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.</p> <p>Usually does not communicate effectively with stakeholders to support school and district goals.</p> <p>Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.</p> <p>Oral and/or written communication skills hinder effective interactions with stakeholders.</p> <p>Other local criteria:</p> <p>_____</p> <p>_____</p>

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Encourages staff to set goals for professional growth.</p> <p>Shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.</p> <p>Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Typically encourages staff to set goals for professional growth.</p> <p>Usually shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Usually encourages and develops distributed leadership.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.</p> <p>Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.</p> <p>Inconsistently encourages staff to set goals for professional growth.</p> <p>Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.</p> <p>Sometimes encourages and develops distributed leadership.</p> <p>Other local criteria:</p>

Circle Rating: E P IN U
Evidence/Supporting Data:

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements an appropriate plan for professional development consistent with school and district goals.</p> <p>Establishes and maintains a professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements a plan for professional development.</p> <p>Establishes and maintains a limited professional network with other administrators.</p> <p>Complies with district and state professional development requirements.</p> <p>Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>	<p>The principal's performance is characterized by most of the following:</p> <p>Develops and implements an inappropriate plan for professional development.</p> <p>Does not establish or maintain a professional network with other administrators.</p> <p>Complies with district and state professional development requirements some of the time.</p> <p>Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices.</p> <p>Other local criteria:</p>

Circle Rating: **E** P IN U
Evidence/Supporting Data:

Standard 10: Student Growth

A school principal is an educational leader who is responsible for the success and achievement of all students by being accountable for student outcomes within federal, state, and local assessments and other evidence used to determine the academic growth or status of all students. On formal evaluation, multiple years of academic student growth will be considered and account for at least 20% of the overall rating; however, the matrix on the summative rating page controls. "Student growth" is defined as the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means, for grades and subjects in which assessments are required under ESEA section 1111(b)(3) ("*tested grades and subjects*"), a student's score on such assessments; and student achievement may include other measures of student learning, provided they are rigorous and comparable across schools within an LEA. "Other measures of student learning" includes alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement.

Criteria: Performance criteria below describe the observed levels of proficiency for the Student Growth Standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

Unsatisfactory

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- Rarely establishes and makes known objectives which document the academic growth or status of all students.
- Rarely uses assessments or statistics to establish the achievement levels or status of all students.
- Seldom accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Frequently uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Improvement Needed

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- Seldom establishes and makes known objectives which document the academic growth or status of all students.
- Seldom uses assessments or statistics to establish the achievement levels or status of all students.
- Frequently does not account for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Sometimes uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Proficient

The principal's performance is characterized by some of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets State standard.
- Occasionally does not establish and make known objectives which document the academic growth or status of all students.
- Usually uses assessment or statistic to establish the achievement levels or status of all students.
- Usually accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Occasionally uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Usually reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Exemplary

The principal's performance is characterized by most of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- Most of the time establishes and makes known objectives which document the academic growth or status of all students.
- Most of the time uses assessments or statistics to establish the achievement levels or status of all students.
- Almost always accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Rarely uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Almost always reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Rating: E **P** IN U

Evidence/Supporting Data: _____

Principal's Summative Evaluation: Independent Rating Form

Principal's Name:	Amanda O'Nan	School Year:	2015-16
School:	H+H High	District:	BCSB

Performance Standard	Rating Profile			
	Exemplary	Proficient	Improvement Needed	Unsatisfactory
Vision	✓			
Instructional Leadership	✓			
Effective Management	✓			
Climate	✓			
School-Community Relations	✓			
Ethical Behavior	✓			
Interpersonal Skills	✓			
Staff Development	✓			
Principal's Professional Development	✓			
Summative Rating on Professional Standards	✓			
Student Growth		✓		
Overall Summative Rating:	✓			

Decision Matrix

Professional Practice	Student Growth			
	Unsatisfactory	Improvement Needed (IN)	Proficient	Exemplary
Unsatisfactory	Unsatisfactory	Improvement Needed	Improvement Needed	Improvement Needed
Improvement Needed	Unsatisfactory	Improvement Needed	Proficient	Proficient
Proficient	Improvement Needed	Improvement Needed	Proficient	Proficient
Exemplary	Improvement Needed	Proficient	Proficient	Exemplary

A. O'Nan
Signature of Principal

8/22/16
Date

[Signature]
Signature of Evaluator

8/22/16
Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Amanda O'Nam
Name of Principal

7-30-14
Date

Jeff Moss
Name of Superintendent/Designee

7-30-14
Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.• Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.• Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.• Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Shares with Community. Speaks at Comm/Civic groups.

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: Aug. 5 Observations / wk, 48 hr Feedback loop.

Visible in halls, Master schedule built around single shots, IB drives a lot of instructional decisions, Articulation on Curriculum, Reflection sheets on Grades - ~~Fast~~ Moety Teacher Presentations -

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Seeks and allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements• Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.• Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Often seeks, and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to most local, state, and federal requirements.• Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data.• Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely seeks and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.• Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.• Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.• Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data:

4 dry seasons - 2 in 2014 - Budget is great -
Clean Bld - Drills enforced.

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: District year with Personnel + Student tragedies.

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: In the Community - Lives 4 min. Away
Different Church every 2 months - Town Council - Native Island
Business Meetings - Rotary - BEP Chamber.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation for all people.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation in most circumstances.• Adheres to local, state, and federal requirements <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Inconsistently models respect, understanding, sensitivity, and appreciation for all people.• Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data:

Rules & Policies are followed. Moral compass
true.

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others.• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Communicates effectively with stakeholders to support school and district goals.• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others with few exceptions.• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Typically communicates effectively with stakeholders to support school and district goals.• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently demonstrates respect for others.• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Usually does not communicate effectively with stakeholders to support school and district goals.• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Communication Exceptional! Read all emails & returns phone calls. Willing to meet parents. Student Communication & respect Great.

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: IB drives PD. 2 Observations identify topics.
Curriculum Meetings are used to discuss topic.
Follow-up are in conversations. Video Feedbacks / 6 questions.

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an appropriate plan for professional development consistent with school and district goals.• Establishes and maintains a professional network with other administrators.• Complies with district and state professional development requirements.• Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements a plan for professional development.• Establishes and maintains a limited professional network with other administrators.• Complies with district and state professional development requirements.• Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an inappropriate plan for professional development.• Does not establish or maintain a professional network with other administrators.• Complies with district and state professional development requirements some of the time.• Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Time is a challenge. Attended IB - HSTW -
Personal Networking to question each other. School visits - yearly

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Amanda O'Nam
Name of Principal

7-30-14
Date

Jeff Moss
Name of Superintendent/Designee

7-30-14
Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.• Implements, evaluates, and refines the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.• Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.• Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.• Fails to implement, evaluate or refine the plan of action for achieving the school's vision. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Shares with Community. Speaks at Comm/Civic groups.

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates proficiency in analyzing research and assessment data.• Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Generally sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates some proficiency in analyzing research and assessment data.• Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely sets and communicates high standards for curricular/instructional quality and student achievement.• Demonstrates little proficiency in analyzing research and assessment data.• Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance.• Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning.• Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: Aug. 5 Observations / wk. 48 hr Feedback loop.

Visable in halls. Master schedule built around single shots. IB
Drives a lot of instructional decisions. Articulation on Curriculum.
Reflection sheets on Grades - Fast Meeting Teacher Presentations.

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Seeks and allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements• Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.• Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Often seeks, and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing according to most local, state, and federal requirements.• Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .• Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.• Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Rarely seeks and/or adequately allocates resources to achieve school and district goals.• Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.• Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.• Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.• Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.• Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: 4 drug searches - 2 in / 2 out - Budget is great -
Clean Bld - Drills enforced.

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff.• Involves parents, students, and the community in efforts to create and maintain a positive learning environment.• Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner.• Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time.• Involves some parents, students, and community members in efforts to create and maintain a positive learning environment.• Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students.• Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.• Manages conflict and crisis situations in an effective and timely manner the majority of the time.• Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.• Involves few parents, students, or the community in efforts to create and maintain a positive learning environment.• Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students.• Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements.• Rarely manages conflict and crisis situations in an effective and timely manner.• Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Difficult year with Personnel + Student tragedies.

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops an effective and interactive communications plan and public relations program.• Participates in school community activities.• Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs.• Creates and sustains a variety of opportunities for parent and community involvement in school activities.• Collaborates with staff to develop effective strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops a somewhat effective and interactive communications plan and public relations program.• Participates in selected school community activities.• Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.• Responds to diverse community interests and needs in most cases.• Creates and sustains some opportunities for parent and community involvement in school activities.• Collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Does not develop an effective and interactive communications plan and public relations program.• Rarely participates in school community activities.• Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.• Rarely considers diverse community interests and needs.• Misses opportunities for involving parents and the community in school activities.• Seldom collaborates with staff to develop strategies for parents and the community to support students' learning. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data:

In the Community - Lives 4 min. Away
Different Church every 2 months - Town Council - Native Island
Business Meetings. - Robby - BEP Chamber.

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation for all people.• Adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Models respect, understanding, sensitivity, and appreciation in most circumstances.• Adheres to local, state, and federal requirements <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.• Inconsistently models respect, understanding, sensitivity, and appreciation for all people.• Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: Rules & Policies are followed. Moral compass
true.

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others.• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Communicates effectively with stakeholders to support school and district goals.• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Demonstrates respect for others with few exceptions.• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Typically communicates effectively with stakeholders to support school and district goals.• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Inconsistently demonstrates respect for others.• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.• Usually does not communicate effectively with stakeholders to support school and district goals.• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.• Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Communication Exceptional! Read all emails & returns phone calls. Willing to meet parents. Student Communication & respect Great.

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Encourages staff to set goals for professional growth.• Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.• Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Typically encourages staff to set goals for professional growth.• Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.• Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.• Inconsistently encourages staff to set goals for professional growth.• Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____</p> <p>_____</p> <p>_____</p>

Evidence/Supporting Data: IB drives PD. 2 Observations identify topics.
Curriculum Meetings are used to discuss topic.
Follow-up are in conversations. Video Feedbacks / 6 questions.

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an appropriate plan for professional development consistent with school and district goals.• Establishes and maintains a professional network with other administrators.• Complies with district and state professional development requirements.• Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements a plan for professional development.• Establishes and maintains a limited professional network with other administrators.• Complies with district and state professional development requirements.• Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal's performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none">• Develops and implements an inappropriate plan for professional development.• Does not establish or maintain a professional network with other administrators.• Complies with district and state professional development requirements some of the time.• Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: Time is a challenge. Attended ID - HSTW -
Personal Networking to question each other. School visits - yearly

ELIZABETH O'NAN

**Human Resources
Benefits Department**

Memo

To: All Beaufort County School District Employees
From: Human Resources - Benefits Department
Date: September 2013
Re: **NEW HEALTH INSURANCE MARKETPLACE COVERAGE OPTIONS**

This is for informational purposes only as the Affordable Care Act (ACA) implementation begins in the year 2014. Your employer is required to provide you with the following information.

As this implementation begins, please know that it will not affect any insurance coverage that you currently have with Beaufort County School District, if applicable.

Please review the attachment concerning a new way to buy health insurance through the Health Insurance Marketplace. The notice provides some basic information about the new marketplace and health coverage offered by employers.

File

15 - 20 Minute Observational Tool

Teacher: O'Nan Segment: first middle last
Date: 9-18-07 Period: Block IV
Subject: Travel / Tourism Time: 2:00 - 2:30
Focus of Observation: Cruise Line Flooding Cities
"Residency" 26 Students

Students watching travel film on Venice
answering questions on worksheet that accompanied video / Safari System
address Entertainment, Food, Hotels not in use?

Teacher stated ^{645 feet} 2 football fields long - connected visual of length of ship
also shared his experience on cruise ship "activities such as 'Spa'
treatments were extra"

Explanation
for use
on board
from tech
"Safari"

one home on this ship cost \$7 million

Teacher was talking one on one with student in hall to discipline him

Attitude: Casual, upbeat, stopped and pointed out important points
Allowed students to add minutes for correct answer
Collected folders from students.

Big selling point - no crime on ship - nowhere to go

Student asked question about how do you get a job on cruise ship
Room feels messy - stuff all around but not connected

Ms. O'Nan floats and this class is part of her expertise
Asked review questions (got 3 done before bell) tried to collect paper work

Observer's Signature: HN

Observation Focus Indicators:

1. Uses warm-up activity.
2. Makes expectations clear and known.
3. Gives specific objectives for lessons.
4. Includes objectives emphasizing direct instruction of higher order thinking skills, including comparison, classification, induction, deduction, analysis, and synthesis.
5. Communicates on how and when students will be evaluated.
6. Communicates criteria for satisfactory to excellent performance.
7. Lessons use writing, reading, speaking, and listening skills.
8. Plans in a consistent, organized way, including expectations, students outcomes, motivation, procedures, assessment, and closure.
9. Plans use of materials appropriate for objectives.
10. Sequences instructional activities in a logical order.
11. Keeps students effectively engaged.
12. Designs lessons to include teacher and/or student modeling.
13. Plans ongoing monitoring of student progress.
14. Uses student feedback to make changes in lessons and differentiate instruction to meet needs of all students.
15. Plans to use multiple and varied assessments, including performance-based tasks.
16. Plans to use technology in lessons.



MEMORANDUM

TO: Amanda O’Nan
Principal, HHIHS

FROM: Dr. Sean Alford *Def*
Chief Instructional Services Officer

Date: September 27, 2011

ACTION: Assuring Compliance in HHIHS Athletic Department

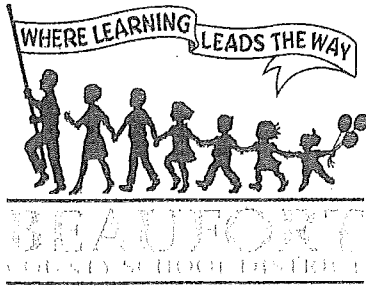
HHIHS has received multiple sanctions and fines from the South Carolina High School League (SCHSL) in the past three years. These sanctions and fines have come as a direct result of the non-compliant actions of multiple HHIHS coaches and staff members. It is without reservation that I share the obvious - there must be a deliberate review of Athletic Department processes and systems and a re-establishment of protocols that will ensure your school’s compliance with SCHSL expectations and regulations.

As the principal of HHIHS, you are charged with the supervision of all programs and staff. It is your duty to monitor and assess the daily activities of your Athletic Director and staff members associated with your athletic program. Monitoring and assessing, in this circumstance, would include providing professional development to address noted deficiencies and procuring resources and guidance when needs arise. Your employment of an experienced Athletic Director is commendable and I believe it is a great “first step” for HHIHS toward systemic compliance.

The previously mentioned sanctions and fines not only represent liabilities for BCSD and HHIHS but they also represent obstacles to a comprehensive educational experience for Beaufort County School District students. Compliance must be as present in the culture of HHIHS Athletics as competitive excellence. As principal, you are ultimately held accountable for making it happen.

As you work to solidify future systems and processes for your athletic program, please be sure to include a robust training component that is mandatory for every coach. Sign-in sheets must be completed and maintained as records of each coach’s attendance and participation.

CC: Dr. Valerie Truesdale, Superintendent
Dr. Jackie Rosswurm, Chief Officer for Human Resource Services and Administration



F

MEMORANDUM

TO: Amanda O'Nan
Principal, HHIHS

FROM: Dr. Sean Alford *SA*
Chief Instructional Services Officer

DATE: September 8, 2010

Action: Supervision of Athletic Programs

There have been multiple incidents recently where Hilton Head Island High School (HHIHS) has reported violations of South Carolina High School League (SCHSL) regulations. These violations include but are not limited to:

1. Student ejection from competitions
2. The inclusion of ineligible players on team rosters.

SCHSL regulations have been established to ensure sportsmanship, fairness and equity between its member schools. Unfortunately, HHIHS has displayed actions contrary to the spirit of these regulations.

As I shared with Athletic Directors and coaches on August 12, 2010, I expect for Athletic Directors and coaches to report any violation of SCHSL regulations to their principal and Robert Anderson. As per our conversation on September 7, 2010, proper notification was not made after the most recent violation. Please devise a plan that ensures adherence to SCHSL regulations for all HHIHS athletic programs and proper notification in the event the regulations are compromised.

Continued violations may bring about sanction from the SCHSL. You have a great school with a proud history of academic and athletic excellence. It is imperative that you and your staff adhere to acceptable guidelines regarding athletic participation.

If you need assistance in meeting this standard, please let me know.

Cc: Dr. Jackie Rosswurm
Dr. Valerie Truesdale

Hilton Head High School
70 Wilborn Rd.
Hilton Head, SC 29926
843-689-4800 Phone
843-689-4947 Fax

FAX SHEET

AP
High

To: Robyn Decker

Fax # 322-2371

From: Amanda O'Nan

Date: 3/11/05

Pages: _____

CC: _____

Re: _____

(843) 689-4805-phone (Work)
eao2338@beaufort.k12.sc.us

E. Amanda O'Nan

March 4, 2005

To Whom It May Concern;

I have discovered that our school district has many wonderful opportunities. I have been able to see the enthusiasm, growth and change in my short time as a member of this organization. I have a desire to be a part of the leadership and positive change that is occurring.

I am looking for a position that will challenge me as well as those around me. I am looking for a place where I can utilize my expertise yet expand my knowledge. Over the last two years with the school district I have been able to gain experiences that will enhance my ability to be apart of the vision.

I am attaching my resume. I am sure I can benefit you and am willing to meet with you to discuss these possibilities. I will be in touch with you soon. Or, you can feel free to contact me at the above contact information. Thank you in advance for your time and consideration.

Sincerely,



E. Amanda O'Nan

Beaufort County School District
P.O. Drawer 309
Beaufort, SC 29901-0309
(843) 322-2300
FAX (843) 322-2371
1-800-763-1875

DECLARATION OF EMPLOYMENT FORM

NAME OF SUBSTITUTE: Elizabeth "Amanda" O'Nan
(PLEASE PRINT NAME)

SUBJECT: DECLARATION OF EMPLOYMENT

I understand that being employed as a substitute for the Beaufort County School District, my employment will be limited to a part time and on an "as needed" basis.

E. Amanda O'Nan
SUBSTITUTE SIGNATURE

11/19/02
DATE

State of Florida
Department of Education
Professional Educator's Certificate

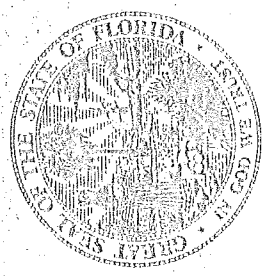
This Certifies That

ELIZABETH AMANDA O'NAN

*Has satisfactorily completed all requirements of law and State Board of
Education Rules for the coverages listed below:*

HOME ECONOMICS (GRADES 6 - 12)

July 01, 2000-June 30, 2005
Department of Education Number 840220



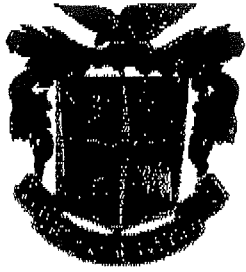
David C. Ashburn
David C. Ashburn, Director
Division of Professional Educators

Charlie Crist
Charlie Crist
Commissioner of Education

To whom it may concern,

Amanda O'Nan is an amazing teacher and person. Her strength and dedication inspire me. She is constantly educating her students. Every moment with her is a teachable moment. She is a wonderful role model for students, teachers and administrators. I am a better person for having worked with her. I only wish I had worked with her longer. I believe she would be a tremendous asset to any faculty.

Sincerely,
Beth Bell



Hilton Head High School

70 Wilborn Road
Hilton Head Island, S.C. 29926
1-843-689-4800

To Whom It May Concern:

I first met Amanda O'Nan when she was hired as a long-term sub, for the Team Dolphin program, at Battery Creek High School. As the supervisor of the program, I observed the organization and enthusiasm Amanda brought into the classroom. Her students were always on task and excited about learning.

I again encountered Ms. O'Nan when I became an Assistant Principal at Hilton Head High School, where Amanda was teaching and acting as an Academic Dean. For the past two years, we have worked together on curriculum, special programs, student concerns, and staffing needs. This year, Amanda organized school-wide events including the Reality Store, the sexual harassment seminar, and the in-service training for new teachers. Each of these was run efficiently, and excellent follow-up was provided. In addition, Amanda and I have created an improvement plan for a teacher experiencing classroom management problems, and, once again, Ms. O'Nan's input was essential to the successful implementation of the plan. Amanda can be counted on to tackle a problem, devise alternative solutions, and see it through until the problem has been solved.

Both teachers and students have come to rely on Ms. O'Nan's calm approach to any situation. She looks at an issue from all angles before making a decision. She communicates well with parents, and recognizes the importance of parental involvement in all aspects of a student's education. Ms. O'Nan has the students' need and interests at heart, but is also conscientious about providing a safe and secure environment for learning. She is thorough, reliable, and tireless in her efforts to maintain high standards, both academic and social, for Hilton Head students. Ms. O'Nan is an excellent dean, and demonstrates the personal, professional, and communication skills necessary to be an effective Assistant Principal.

Shelley Somers