

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.

Employee Signature

Amarda Over

Time and Date

HR Employee Signature

Time and Date

Dear Principal,
In 2012 +4

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 I/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 Truesdale

PRINCIPAL EVALUATION TOOL

2011-2012 SCHOOL YEAR

Principal:Amanda O'Nan			
Evaluator/Superintendent:Jackie Rosswurm / Valerie Truesdale			
Completion Date:September 11, 2012	la per l'Arcente		ţ
Submitted Date:			1
Please answer the following questions:	YES	ON	
Principal received an orientation to the Program for Assisting, Developing, and Evaluating Performance, standards and criteria, and regulations governing the principal evaluation process.	×		
Evaluator met with the principal to discuss the evaluation instrument(s) and procedures. (by September 15 or within one month of hire date).	×		T
Evaluator clarified questions concerning criteria and standards.	×		Т
Evaluator informed principals of district expectations and requirements for data collection.	×		T
Orientation Conference:August 2011] [
Evaluator reviewed with the principal, the completed Principal Evaluation instrument(s).	×		
Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.	×		
Principal received a copy of the completed evaluation instrument(s).	×		

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

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

ssing		State	Met Goal
	83.8 83.8	89.1	yes
	82.3	80.1	
Objectives met =			3

*preliminary district data

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

Preliminary Data

		10 A 14 A	Both* Objectives met =
		82.3	Both*
yes	63.1	83.8	Math
yes	63.1	89.1	ELA
Met Goal	Goal	HSAP % Passing 1st Time	HSAP % Pass

57.1

Met Goal	ou	0
Goal	94.3	
LHSAP % Passing	-	ves met =
=	2012	Objectives

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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 =	t=		4

Preliminary Data

Met Goal	yes	yes	səÁ	ou	3
Goal	72.4	72.4	72.4	72.4	
% Passing	84.0	81.5	86.4	61.1	
End of Course	Algebra i	Biology	English I	U. S. History	Objectives met =

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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

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 2012.

ACT Composite	State	National	Met Goal
22.2	20.2	21.1	yes
Objectives met	$\mathbf{t} = 1$		Ţ

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

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Total ACT & SAT Objectives Met =	
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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.

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Decrease drop-out rate, and retrieve dropouts.	A COLUMN TO A COLU
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	Met Goal	yes	3
	2012	81.7	
	2011	73.7	=1
Graduation	Rate		Objectives met =

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Graduation Rate	District	Goal	Met Goal
81.7		%0'08	yes
Objectives met =			

9th GR	2011	2012	Met G
	8.98	86.5	u
Objectives met =	1=		0
260 out of 311 first time 0th anaders	first time Of	th armalour	

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out of 311 first time 9th graders	
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N Total Grad Rate Objectives Met =

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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%.

Met Expectation	ou (0	
2012	068		
2011	418	it =	
AP Tests Taken		Objectives met	

0			Objectives met
ou		202	
Expectatio	2012	2011	Taken
Met			IB Tests

AP % Passing	2011	2012	Met Expectation
	44.2	46.9	yes
Objectives met =			\mathbf{T}

Preliminary Data

IB % Passing	2011	2012	Met Expectation
	59.4		ou
Objectives met =			0

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Total AP and IB Objectives Met =	
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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
	100000		

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

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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.

<u>Criteria:</u> 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.

₩ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
• 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.	• 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.	• 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 stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.	 Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. 	 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 a regular basis.	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.	• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.
 Implements, evaluates, and refines the plan of action for achieving the school's vision. 	• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	 Fails to implement, evaluate or refine the plan of action for achieving the school's vision.
Other local criteria:	Other local criteria:	Other local criteria:
•	•	

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.

<u>Criteria:</u> 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.

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Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:		
 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. 	 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. 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Evaluator is required to list student achievement/student growth data used as evidence to evalua	ite princinal
performance on Standard 2:	ore principal

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.

<u>Criteria:</u> 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.

√ Exemplary	□ Proficient	☐ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 Rarely seeks and/or adequately allocates resources to achieve sch and district goals. Plans and administers budgeting a purchasing, with little attention to local, state, and federal requirements. Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessmen 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, procedur for the security and safety of all personnel and students. Does not ensure the maintenance of a clean and aesthetically pleasing school environment. Other local criteria:

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.

<u>Criteria:</u> 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.

additional local criteria.				
Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:		
 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. 	 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, 	 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 		
 Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. 	emotional, and intellectual growth for all students. Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements.	 intellectual growth for all students. Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. 		
 Manages conflict and crisis situations in an effective and timely manner. 	 Manages conflict and crisis situations in an effective and timely manner the majority of the time. 	 Rarely manages conflict and crisis situations in an effective and timely manner. 		
 Deals with student misconduct in a prompt and effective manner. 	 Usually deals with student misconduct in a prompt and effective manner. 	 Infrequently deals with student misconduct in a prompt and effective manner. 		
Other local criteria:	Other local criteria:	Other local criteria:		

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.

<u>Criteria:</u> 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.

∕⊈Exemplary	□ Proficient	□Improvement Needed		
The principal's performance is characterized by most of the following:	acterized by most of the characterized by most of the			
 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. 	 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:	 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 needs assessment, problem solvin or decision making for school improvement. Rarely considers diverse communinterests 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: 		

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.

<u>Criteria:</u> 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.

□ Exemplary	⊮ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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 	 Inconsistently works within professional and ethical guidelines 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.
Other local criteria:	Other local criteria:	Other local criteria:

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.

<u>Criteria:</u> 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.

□ Exemplary	1 Proficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. 	 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. 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Evidence/Supporting Data:							
Assignment-den't	cloubt	ymrself.	ym	are the	queem.	Trust y	urself!

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.

<u>Criteria:</u> 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.

√ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievemen 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. Other local criteria:

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.

<u>Criteria:</u> 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.

The principal's performance is haracterized by most of the	The puip size No.	<u> </u>
ollowing:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
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.	 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. 	 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 understar the complex role of teaching and effective instructional practices.
Other local criteria:	Other local criteria:	Other local criteria:

Principal Summative Evaluation Form 2011-12

Principal's Name:Amanda O'Nan	School Year: 2011-12		
School: Hilton Head Island High	District: Beaufort Cour	Beaufort County School District	
PERFORMANCE STANDARD		RATING PROFILE	
	EXEMPLARY	PROFICIENT	IMPROVEMENT
			NEEDED
1. Vision	35	hemeto's 4 next!	
2. Instructional Leadership	1		
3. Effective Management	,		
4. Climate	\ <u></u>		
5. School/Community Relations	7	A	
6. Ethical Behavior		7	
7. Interpersonal Skills		•	
8. Staff Development	>		
9. Principal's Professional Development		7	
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OVERALL RATING	_		

Date	
Signature of Principal	, , , , , , , , , , , , , , , , , , ,

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 OʻNan			
Commendations for 2011-12 and/or Recommendations for 2012-13:	mmendations for 2012-13:		
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why prond of h	your yours	ned attainment.	
		1 Juesdall	21/01/2
Signature of Principal	Date	Signature of Evaluator	Date

.009 - 2012 PASS: % of Students Scoring Met and Above

		And the second second second second		2009 - 2	012 PASS:	2009 - 2012 PASS: % of Students Scoring Met and Above	s Scoring IV	let and Abc					
			2009			2010			2011			2012	2
		BCSD	STATE GAP to	GAP to STATE	BCSD S	STATE GAP	GAP to STATE	BCSD S	STATE GAP	GAP to STATE BC	BCSD	STATE	GAP to STATE
- III	Writing	64.8	6.89	-4.1	65.5	71	-5.5					TO THE CONTRACTOR OF THE PARTY	
e 3	ELA	73.4	78.0	-4.6	77.3	80.7	-3.4	78.1	80	-1.9 79.8		80.3	-0.5
rad	Math	59.8	67.1	-7.3	64.4	70	-5.6	69.1	70.4	-1.3 71.8		72.6	-0.8
9	Science	58.6	61.6	٤-	48.4	55.7	-7.3	58.2	8.09	-2.6 59.2		60.7	-1.5
	Social Studies	63.0	74.4	-11.4	61.3	73.2	-11.9	72.2	9'9/	-4.4 70.3		74.6	4.3
	Writing	66.5	70.1	-3.6	69.1	72.3	-3.2						
þЭ	ELA	71.9	75.6	-3.7	75.6	76.5	-0.9	77.6	78	-0.4 77.7		78.2	-0.5
ber	Math	76.5	76.8	-0.3	77.9	7.97	1.2	82.5	79.4	3.1 79.5		78.4	1.1
9	Science	68.0	68.7	-0.7	66.7	69.3	-2.6	69.1	70.9	-1.8 72.5		73.8	-1.3
	Social Studies	78.4	79.8	-1.4	73.7	76.2	-2.5	11	77.1	-0.1 79.9		80.9	7
	Writing	74.1	73.2	6.0	73.1	74.5	-1.4	77.5	77.7	-0.2 71.7		73.5	-1.8
ςə	ELA	80.3	80.0	0.3	77.9	78.1	-0.2	79.8	78.3	1.5 75.6		76.5	6.0-
pe.	Math	71.6	73.5	-1.9	71.6	71.3	0.3	77.6	75.3	2.3 76.4		76.1	6.3
פו	Science	67.5	68.3	-0.8	63.6	99	-2.4	64.8	64.9	-0.1 68.7		71.7	<u>-</u> 3
And the second s	Social Studies	64.9	70.0	-5.1	66.3	66.1	0.2	6.69	70.4	-0.5 70.8		6.69	6.0
	Writing	9.69	70.3	-0.7	71.1	71.9	-0.8						
9 ə	ELA	69.4	71.7	-2.3	70.8	72.2	-1.4	71.3	70.2	1.1 69	1	69.7	-0.5
ber	Math	62.9	70.3	-4.4	69.2	70.3	-1.1	73.3	72.5	0.8 72.6		73.6	Ţ
ָ פו	Science	58.2	64.0	-5.8	55.9	6.09	7,	63.3	64.9	-1.6 61.6		66.1	-4.5
	Social Studies	80.9	79.6	1.3	79.3	79.4	-0.1	75.7	77.6	-1.9 76.4		77.8	-1.4
	Writing	71.7	70.1	1.6	69.5	69.7	-0.2						
<u>∠</u> ə	ELA	68.8	68.7	0.1	70.2	69.2	H	70.5	68.4	2.1 71.1		71.4	-0.3
rad	Math	9.89	69.4	-0.8	67.5		0.5	73.1	69.7	3.4 72		71.6	4.0
9	Science	0.69	71.1	-2.1	75.9	73.4	2.5	70	71.7	-1.7 71.7		74.8	-3.1
	Social Studies	61.8	60.2	1.6	64	62	2	63	63.4	-0.4 67.1		68.7	-1.6
	Writing	66.4	68.2	-1.8	73.7	71.9	1.8	68.5	8.79	0.7 71.4		74.1	-2.7
8 ə	ELA	65.7	67.5	-1.8	64.6	63.7	6.0	70.7	67.8	2.9 70.2		8.69	0.4
ber	Math	61.4	62.7	-1.3	63.7	63.4	0.3	70.8	69.5	1.3 66.8		9.89	-1.8
9	Science	63.6	62.3	1.3	8.99	67.7	-0.9	73.7	70.1	3.6 76.8		75.4	1.4
	Social Studies	6.99	9.69	-2.7	8.69	68.8	T.	70	71.9	-1.9 61.8		71.4	9.6-
			6 of 30			11 of 30	.30		11 of 26	f.26			6 of 26

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

<u>Goal</u>: 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-topicspecific 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
 - o SAT (English tutoring on Wednesday at Barnes and Noble) 11 present last week
 - ABC Saturday Study Hours (Sept 22)
 - o 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

oal #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

Hiton Head Island High School

	- -	خ ئ آ	Joseph Joseph	Class of	flass of	
SAT/ACT Scores	of 2006	2007	2008	2009	2010	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	17.7	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	7	77.1	80.8	76.1	78.6	79.4

HHI4S 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

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

*Use data to identify specific challenges for students *Provide research-based professional development *Allocate resources to facilitate effective instruction To realize our goal we will work toward the following Interim Goals:

	Indicator		2007-2008	eline 2007-2008 2008-2009 2009-2010 2010-2011 2011-2012 201	2009-2010	2010-2011	2011-2012	2012-2013
Pŧ	Percentage of students who:	(20-90)	S	တ	Target/Results	Target/Results	Target/Results	Target/Results
HSAP	Passed 2 subtests on first attempt	75.4/75,4	81.8/81.8	84/74.4	6'62/98	88/84.3		
	(South Carolina State Average)	(77.1)	(80.8)	(76.4)	(78.6)	(79.4)	/88	68
	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	74.8	6.69/6.69	73/64	77/74.6	79/71.9	82/	82
	(South Carolina State Average)	(82.8)	(78.3)	(22.8)	(80.2)	(82.1)		
	English 1	58.6	45.4/64.6	48/63	53/78.9	58/75.4	/5/	9/
	(South Carolina State Average)	(64.8)	(68.4)	(31.6)	(73.7)	(72.5)		
	Physical Science	38.1	45.4/45.1	48/54.7	53/71.6	58/56.6	61/	N/A
	(South Carolina State Average)	(49.7)	(55.0)	(55.5)	(59.1)	(59.8)		
	Biology	N/A	Δ/Ν	A/N	Φ/Ν	N/A	/09	62
	(South Carolina State Average)		۲/۱	וא/ת	W/N1	(.68)	(baseline)	
	U.S. History and Constitution	N/A	:	47.3	50/30 8	55/66.9	/09	62
	(South Carolina State Average)		A/N	(42.4)	(46.3)	(49.7)		
				(baseline)	(
	All EOC Tests	/56.1	58/59.5	60/56.5	62/62.2	9.69/59	//	70
	(South Carolina State Average)	(66.8)	(0.89)	(48.0)	(65.6)	(67.0)		
SAT	Composite	1491	1481	1507	1507	1473	ſ	
	(South Carolina State Average)	(1470)	(1461)	(1452)	(1447)	(1427)		
	(US National Average)	(1511)	(1511)	(1509)	(1509)	(1483)		
J	Critical Reading(South Carolina State	499	504	504	507	494		
	Average)	(488)	(488)	(486)	(484)	(482)		
	(US National Average)	(505)	(205)	(501)	(501)	(497)		
	Writing	486	488	494	492	484		
	(South Carolina State Average)	(475)	(476)	(470)	(468)	(464)		
	(US National Average)	(494)	(494)	(493)	(492)	(489)		
	Math	206	489	509	208	495		
	(South Carolina State Average)	(496)	(497)	(496)	(495)	(490)		
	(US National Average)	(515)	(515)	(515)	(516)	(514)		

1iii-12 Progress	ongoing	Ongoing summer revisions	Fall 2010 pretested grade 9 in reading, language use and math – posttests scheduled for April and May 2011 Goal setting in progress
Implementation Indicators	ongoing	Database of Curriculum maps	Student and class growth analysis
Funding Source(s)	Curriculum mapping supported by the district	District	
Estimated Cost to School	none	None	None
Person(s) Responsible	Ninth Grade Academy District Liaison Departments NGA/8 th Grade	Curriculum Cabinet Teachers	Classroom/SP ED/ESOL/ teachers Administration
Timeline	(Meeting Minutes) District meets monthly HHIHS meets monthly HS/MS meets monthly	English and Math 08- 09 Science and SS 09-10 World Languages 10-11	Student and class goals in fall 2010 with final analysis in spring of 2011. Administration will set goals with teacher.
Activity Objective 1.1.1	Task A2: Establish vertical articulation teams in all areas across gateway grade levels	Task A4: Implement curriculum mapping in each subject area	Task A7a2(II): Analyze individual growth goals in Reading, Language, Math and Science to determine whether the student has met the goals

Activity,	Timeline	Person(s) Responsible	Estimat ed Cost	Funding Source(s)	Implementation Indicators	111–112 Progress
		W 2000	School			
Task A7c: Provide Intervention	Initial	Expectations	None	District	Implementation	In progress
programs for each child not meeting	implementation will	Coach		funds	fall 09,	AIM unit recovery/Credit
Dencimark standards	begin fall 2009 and	Guidance/			Expectations	Recovery/Alt school/AVID
	will be ongoing	After School			Coach shares data	classes/9" grade ELA
		Tutoring/RTI/				enrichment/HSAP prep
		AVID/Academic			Academic plans	classes/Read
		Assistance				180/Enrichment through
		plans/				APEX planned for the
		Social worker				summer of 2012/USA Test
		/ESOL/Liaison/				Prep
		teachers/PBIS				Implemented ELA/SPED
						and Math/SPED Inclusion
						classes
					MYP Projects in	MYP projects in ninth
Task A9a: Provide best practices for	NGA MYP Project	NGA teachers			grade 9	grade. Implemented
reading and writing in all content areas	Tenth grade personal	Tenth Grade			MYP Personal	Personal Projects in 10 th
	project	Teachers			Projects in Grade	grade social studies classes
	2010-2011 Faculty	Administration			10	PP mentors were across all
	Book Study: Teaching	All faculty			MYP Unit Plans	content areas. MYP Unit
	Reading to Black				Chapter	Plans in progress. Book
	Adolescent Males				summaries of	study in progress.
	2011-2012 Faculty				book study	Implemented Best
	Book Study: How to				presented at	Practices 5 th Wednesday
	Differentiate				monthly faculty	for all faculty. ESOL
	Instruction in Mixed-				meetings	teacher shared reading
	ability Classrooms by					and writing best practices
	Carol Ann Tomlinson					with the entire faculty
						PLC model requires each
						PLC to note monthly best
					-	practices shared within
						departments

	g	T		
11-12 Progress	In progress >95% of faculty is SIOP trained, the rest will have summer opportunities	In progress Springboard Program – for over-age 8 th graders to get to 10 th grade within one year	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	Ongoing
Implementation Indicators HOW WE	100% of faculty will be SIOP trained by 2011-2012 school year end		Career-related activities throughout the year, including the Reality Store	
Funding Source(s)	District Funding for SIOP training			
Estimate d Cost to School	none	None	None	None
Person(§):: Responsible	Guidance (scheduling)	Administration	College Expo (district) CDF Guidance, Gentlemen's Club, AVID CATE Department Chamber of Commerce	Administration (Grade Level) Guidance Social Worker Bilingual Liaison
Timeline	Fall 2009		Ongoing	Ongoing
Activity	Task C1: ESOL (level I and II) students will receive instruction from SIOP trained teachers.	Task E1: Identify (at-risk) over age students prior to entering HS and provide an intervention to facilitate opportunities to graduate.	Task E2: Incorporate career planning and provide opportunity for career exploration to establish the connection between school and work.	Task E3: Establish procedures for exit or intervention interviews for all students and parents if they are considering leaving the system

Activity	Timeline	Person(s) Responsible	Estimated Funding Cost to Source(s	Funding Source(s)	Implementation Indicators	111-112 Progress
Objective 1.1.5: Establish successful instructional programs to meet the needs of students	instructional programs	s to meet the need	ls of students			
Task E: Provide credit recovery and	Fall and Spring each	Administration	\$3000		Credits recovered	In progress
Virtual school programs aligned to	year and Summer				and classes passed	Summer 2012 – provide
state standards and inollitor lor	School				resulting in fewer	credit recovery
Saccess					students delayed in	opportunities for most
					progressing to next	HHIHS courses, not just
					grade level.	those on APEX
Lask G: Ensure that technology is	Ongoing	Teachers	None		Promethean Boards	In progress
embedded in classrooms to provide		Media Center			and other	PLC monthly meetings
students with the skills necessary for		Administration			technology	must include and
ule 21 Century Global economy					observed in use in	document technology
					all classrooms. Best	integration strategies and
	,				practices shared	how they support school
					among teachers.	goals
Objective 1.2.1: Create and implement a professional	- 1	pment continuur	n that addre	sses leadersl	development continuum that addresses leadership needs at the school and district levels	and district levels
Task Alb: Instructional leadership	Ongoing	Administration	\$5000 for	HHIHS	Curriculum	Ongoing
strategies to include data analysis,			training	funds	coordinator will	MYP Coordinator
MYP and DP implementation	-				drive data teams	facilitated first year of all
					with core subject	tenth graders doing
					areas in MYP	personal project. The MYP
					program. MYP in	Curriculum Team
					grade 9.	responded to the Matters
					Continued MYP	to be Addressed from IBO
					training for entire	which led to authorization
					staff	as an MYP school.
					Leadership team	PLC Leadership training in
		•			and department	August, PLC transition
		-			data analysis	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:

_Teacher/Administrator Quality _Student Achievement_

School Climate

District Priority

To realize our goal we will work toward the following Interim Goals: HHHHS recognizes the need for excellent personnel resources.

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	Saseline 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013 (07-08) Target/Results Target/Results Target/Results Target/Results	2011-2012 Target/Results	2012-2013 Target/Results
Objective 2.1.1: Attract and retain highly qualified		ared teachers by	providing incent	and well prepared teachers by providing incentives for educators to work in Beaufort County in	s to work in Beau	fort 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)						
	%05~	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.	on 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)	9 9<</td <td>Z 7 / 5 Z</td> <td>8<!--8</td--><td>6 ^I</td><td>6 ^I</td></td>	Z 7 / 5 Z	8 8</td <td>6 ^I</td> <td>6 ^I</td>	6 ^I	6 ^I
Task B: Create/maintain trusting environment and increase morale		*				
 Continue to communicate and work with the faculty and staff. 	20%	100%/98%	100%/98%	100%/98%	100%/100%	100%
 Utilize trust-building activities, book and discussions groups, etc. among 	100%	100%/100%	100%/100%	100%/100%	100%/100%	100%
employees to get all voices involved.	100%	100%/98%	100%/98%	100%/98%	100%/100%	100%
 Provide motivational speakers for all employees. Develop sense of belonging to school community. 	%09	maintain	maintain	maintain	maintain	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)	ig Program					
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.	accountability ti	ied to student ach	ievement.	
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.	onal development	continuum that	supports improve	d student achiever	ment.	
Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. 1. Summer Institute 2. Mat h and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Sudy (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 9. Five district in-service days with multiple content area trainings 10. Teaching Reading to Black Adolescent Males 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	ΓV
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%

12 2012-2013 Target		%09 %	100%	Q	nce At least once iter per semester	e
2011-2012 Target		20%/63%	100%/100%	5/7	At least once per semester	Increase
2010-2011 Target		50%/ approximately 50%	100%/100%	5/>5	At least once per semester	Increase
2009-2010 Target	hievement standa	50%/ approximately 50%	100%/100%	5/>5	By semester/ several times per year	Begin
2008-2009 Target	h content and ac	50%/approxim ately 50%	100%/100%	2/>5	annually	
Baseline (07-08)	nent activities wit	25% *Percentage of faculty who participated in content related professional development	%0	*Number indicates number of strategies, including but not limited to, those listed in column 1	sporadic	
Indicator	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.	Task B: Align learning activities with academic content standards, student achievement standards and assessments.	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	Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	Task E: Promote the use of coaches, mentors, study groups, professional reading, and technology and action research to extend the workshop/course initial learning.

2012-2013 Target	of students.	6
2011-2012 Target	d learning styles	6/11
2009-2010 2010-2011 Target Target	intervention an	9 9</th
2009-2010 Target	lagement, positive	9 9</th
2008-2009 Target	on classroom man	9 9</th
Baseline (07-08)	pment activities	*Number indicates multiple sources of information, including but are not limited to, those listed in column 1
Indicator	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

Task B: Provide teachers with knowledge of						
how to develop safe, orderly, equitable						
learning environments that support the						
characteristics of diverse learners.	-					
1. Summer Institute	Chorrodio					٠
2. Mat h and Science Grad Cohort	*Pofore to the					
3. SIOP training	שווי סו צושלשע					
4. Ruby Payne Book Study (10-11)	percentage of					
5. Ruby Payne Presentation (10-11)	faculty who					
6. GT Classes	participated in	Increase	Increase	Increase	Increase/8	increase
7. MYP	content-					
8. Five district in-service days with	related					
multiple content area trainings	professional					
9. Teaching Reading to Black	development					
Adolescent Males faculty book study						
(10-11)						
10. Conference attendance						
11. Differentiation Book Study (11-12)						

111-112 Progress	n Beaufort	Ongoing	Ongoing		On target
Implementation Indicators	r educators to work i	Use of interview tool	Review of work orders		Number of programs implemented
Funding Source(S)	viding incentives fo	·	Via maintenance		Sunshine Dues
Estimated Cost.to School;	achers by pro	0\$	Varies		Varies due to certificate, Pat on the Back cards or plaques
Person(s) Responsible	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	Leadership team	Assistant principal over facilities		Administration/faculty/PTSO/ Social Committee Chairperson
Timeline	d retain highl of critical nec	Ongoing	Ongoing		Weekly, monthly or annually
Activity	Objective 2.1.1: Attract and retain highly County in schools or areas of critical need	Task A Use interview screening instrument for hiring with consistent standards	Task B Improve working conditions	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

	T												
100%		100%			100%					100%			
Percentage of 2 nd year, new and teachers needing support who have been assigned mentors.	dent achievement.	Percentage of new teachers	completing SAFE-	—	Percentage of	teachers	recommended by	principal who are	placed on plan.	Percentage of	teachers	evaluated by	Principal
District Funds	stability tied to stu												
Varied	on and accoun	None			None					None			
Assistant Principal (Personnel)	cess to ensure effective evaluation and accountability tied to student achievement.	SAFE-T Coordinator			Assistant Principal (API)	,				Administration			
Ongoing	valuation pro	July			Ongoing					Ongoing		-	
Task C: Provide mentors for second-year teacher, teachers new to the district and teachers needing support.	Objective 2.1.4: Structure evaluation process to	I ask A: Place all teachers who are new to Beaufort	County on tormal	of one year.	Task B: Use the SAFE-T	process, improvement	First particular Coals Based	assistance for teachers	assistance for teachers.	Task C: Ensure that all	toopon and and the	leachers are properly	evaluated.

Implementation 11-12 Progress Indicators	ievement.	Number of activities >10 provided
Imp I	nt achi	Numb
Funding Source(s)	s improved stude	District
Estimated Cost	n that supports	Varies
Person(s) Responsible	al development continuum that supports improved student achievement.	Assistant Principal Curriculum & Instruction) School Leadership District Leadership
Timeline	fective profession	Ongoing (G
Activity	Objective 2.2.1: Design an effective professional	Task A: Provide resources (funds, technology, personnel, time and incentives) to encourage and support adult learning. 1. Summer Institute 2. Mat h 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 inservice days with multiple content area trainings 10. Teaching Reading to Black Adolescent Males faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)

>10	100%
Number of students needs and growth professional development opportunities	Percentage of teachers who are highly qualified in subject area.
Professional developmen t/High Schools that Work/ IB/ AP/ Department funds/Distric t ESOL funds	
Varies	None
Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Leadership Team
Ongoing	September
Task B: Provide professional development activities that are based on student needs and growth. 1. Summer Institute 2. Mat h 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. Teaching Reading to Black Adolescent Males faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12)	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.

111-12 Progress		Pending Principal end of year interviews with faculty	100%	9	11/11 departments
Implementation Indicators		Percentage of faculty participating in: -AP/IB training -SIOP training -G/T training -Content/Course specific training	Percentage curriculum maps completed as mandated by District	Number of strategies implemented	Percent of Department Chairpersons self reporting satisfactory feedback to their departments
Funding Source(s)	ent standards.	District			
Estimated Cost	t and achievem	Varies	None	None	None
Person(s) Responsible	Objective 2.2.2: Align professional development activities with content and achievement standards.	Department Chairpersons	Department Chairpersons	Department Chairpersons	Department Chairpersons
Timeline	ssional develo _l	Ongoing	Ongoing	Ongoing	Ongoing
Activity	Objective 2.2.2: Align profe	Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	Task B: Align learning activities with academic content standards, student achievement standards and assessments.	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	Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.

THE Progress	tyles of students.	11	8
Implementation Indicators	ent activities on classroom management, positive intervention and learning styles of students.	Number of sources of information	Number of opportunities teachers are afforded for professional development activities
Funding Source(s)	gement, positive		PD money
Estimated **	classroom mana	None	Varies
Person(s) Responsible	oment activities on	Leadership & Administrative Team	Leadership
Timeline	ofessional develor	Ongoing	Ongoing
- Activity.	Objective 2.2.3: Provide professional developm	Task A: Use multiple sources of information, surveys and evaluations and student data to identify learning priorities, develop goal 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. Teachers Forum	Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.

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:

Teacher/Administrator Quality Student Achievement

HHIHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam District Priority School

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		2009-10	2010-11	2011-12	2012-2013
of these subgroups.	Baseline	Target/Results	Target/Results	Target/Results	Target/Results
ludicator.	State Results	State Results	State Results	State Results	State Results
Objective 3.1.1: Analyze scores in the following subgroups for EOC passage rate and HSAP proficiency rate.	oups for EOC passa	ige rate and HSAP p	roficiency rate.		
Task A: Identify students at the cusp for proficient	1) 32.5%	1) 29.7%/44.4	1) 30.9%/58.0	1) 32%/	1) 33.1%
achievement level on HSAP	44.9	49.7	51.7)
	2) 30.1%	2) 29.5%/57.4	2) 34.2%/60.3	2) 39%/	2) 43.8%
1) ELA-African American	50.3	26.8	62.8		
2) ELA-Hisnanic	3) 18.8%	3) 18.7%/52.1	3) 23.3%/46.2	3) 28%/	3) 32.7%
	38.5	47.3	45.1		
3) ELA-Limited English Proficient	4) 35.0%	4) 29.5%/52.2	4) 31.2%/57.3	4) 33%/	4) 34.8%
4) Fl A-Subsidized Meals	45.6	51.5	54.7		,
	5) 20.0%	5) 21.8%/29.6	5) 26.9%/26.0	5) 32%/	5) 35.1%
5) Math-African American	45.1	44.0	42.9		
6) Math-Hisnanic	6) 37.0%	6) 25.7%/47.6	6) 35.9%/46.0	6) 46%/	6) 54.1%
	58.5	56.7	59.4		•
7) Math-Limited English Proficient	7) 27.1%	7) 18.7%/42.0	7) 29.3%/33.3	7) 40%/	7) 50.7%
8) Math-Subsidized Meals	52.3	52.6	47.1		
	8) 37.5%	8) 25.3%/40.6	8)30.2%/37.1	8) 35%/	8) 39.8%
	47.9	48.1	48.5		•

				71.1107	CT07-7T07
or	Baseline	Target/Results	Target/Results	Target/Results	Target/Results
Task B: Identify students' readiness to score at or	State Results	State Results	State Results	State Results	State Results
above state averages: Overall: English	64.0%	68.7%	73.3%	78%	
_	63.0%	65.0%	67.0%	%69	
	54.7%	55.1%	25.6%	26%	
Overall: US History	42%	43.8%	45.5%	47.3%	
ımerican	52.0%	56.3%	51.4%		
	57.2%	20.6%	26.7%		
oficient	50.7%	46.8%	20.6%		
4) English -Subsidized Meals	55.2%	20.6%	51.9%		
merican	65.3%	47.4%	45.5%		
6) Algebra -Hispanic	75.9%	%6.69	%8.89		
oficient	74.9%	63.5%	65.6%		
8) Algebra -Subsidized Meals	%6.89	63.2%	29.5%		
merican	36.8%	19.6%	28.6%		
	47.6%	41.0%	42.7%		
oticient	43.7%	39.4%	42.5%		
12) Physical Science -Subsidized Meals	40.4%	30.0%	38.1%		
13) US History -African American	22.6%	12.1%	36.7%		
nalich Droficiont	37.3%	25.3%	44.6%		
	28.4%	19.7%	41.8%		
	26.2%	20.7%	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.	ces to targeted grou	.sdr			
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	20%	%59 %59</td <td>85%/100%</td> <td>100%</td> <td>100%</td>	85%/100%	100%	100%
Task B: Provide mentoring via Expectations Coach for seniors at risk of not graduating	%09	%08 %08</td <td>%06<!--%06</td--><td>100%/>90%</td><td>100%</td></td>	%06 %06</td <td>100%/>90%</td> <td>100%</td>	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	the specific needs o	f these subgroups			
Task A: Prioritize class assignments to students in targeted subgroups (NGA and SIOP)	%05>	20%	70%	%06	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	ю
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

41-12 Progress		On going	On going	111-112 Progress	On going
Implementation Indicators	ıcy.	Use USA Test Prep Benchmark Tests	Use MAP scores and the RIT score benchmark for each subject in the NGA Use USA Test Prep Benchmark tests	Implementation Indicators	Review grades and facilitate credit recovery following district policy.
Person(s) Estimated Funding Source(s) Responsible Cost	Objective 3.1.1: Analyze scores for the subgroups for passing EOCs and HSAP proficiency.	n\a	n\a	Estimated Funding Source(s) Cost rices to targeted groups.	n\a
Estimated Cost	or passing E(0	0	Estimated Cost	0
Person(s) Estimate Responsible Cost	the subgroups f	Math and English Teachers	Teachers	Person(s) Responsible e additional ser	Expectations Team and faculty
Timeline	alyze scores for	yearly	Spring	Timeline rtify and provid	Beginning of school year, end of 1 st , semester, and 3 rd and 3 rd quarter
Activity	Objective 3.1.1: An	Task A: Identify students at the cusp for proficient achievement level on HSAP	Task B: Identify students' readiness to score at or above state averages: English I Algebra I Physical Science US History	Activity Timeline Person(s) Estimated Funding Sobjective 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.

**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 (1st Wed)	PLC mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other
September	ESOL	Develop goals	Anne Bender- Technology needs for the classroom
	Best Practices		
October	9GR and graduation rate	"Dealing with parents"	Data Training (Ms Brooke Rowe)
	Best Practices		
November	Technology follow up with	Literacy	Data training (Ms Brooke Rower)
	Anne Bender		MYP training for teachers-update (referesher)
	Best Practices		
December	Best Practices	Technology	Alternative school review
January	ESOL	81	Professional Learning Communities
	Best Practices		
February	Motivational	Numeracy	Task Force on ACT and SAT
	speaker/incentives		
	Best Practices		
March	ELDA	Data University	EOC crash course
	Best Practices		
April	HSAP	Testing season	Student Life
	Best Practices		
May	IB and AP		Set theme for next year/wrap up
	Best Practices		

Other:

IB Meetings every third Wednesday

Curriculum meetings every Fourth Wednesday

Best Practices every Fifth Wednesday

	C		Sand	5 0 1	Sland High Schoo	
SAT/ACT Scores	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	CIL
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 2	2008-2009	2009-2010	2010-2011
Hilton Head Island High School		75.4	81.8	74.4	81.0	83.4
South Carolina	7	77.1	80.8	76.1	78.6	79.4

HHIHS 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

School Climate

nate ____ 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.

*Use data to identify specific challenges for students *Provide research-based professional development *Allocate resources to facilitate effective instruction To realize our goal we will work toward the following Interim Goals:

200		Parallea	טטטר דטטנ	טטטר פטטר	טוטר טטטר	2010 2011	2011 2012	2017 2012
<u>~</u>	Percentage of students who:	(06-07)	ZOUZ-ZOUS Target/Results	zuco-zuco Target/Results	ZUUS-ZULU Target/Results	Target/Results	ZULT-ZULZ Target/Results	ZU1Z-ZU13 Target/Results
HSAP	Passed 2 subtests on first attempt	75.4/75.4	81.8/81.8	84/74.4	86/79.9	88/84.3		,
	(South Carolina State Average)	(77.1)	(80.8)	(76.4)	(78.6)	(79.4)	/88	68
	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	92.6	92.9	93.5	68	
EOC	Algebra 1	74.8	6.69/6.69	73/64	77/74.6	79/71.9	82/	82
	(South Carolina State Average)	(82.8)	(78.3)	(22.8)	(80.2)	(82.1)		
	English 1	58.6	45.4/64.6	48/63	53/78.9	58/75.4	/5/	92
	(South Carolina State Average)	(64.8)	(68.4)	(31.6)	(73.7)	(72.5)		
	Physical Science	38.1	45.4/45.1	48/54.7	53/71.6	58/56.6	61/	N/A
	(South Carolina State Average)	(49.7)	(55.0)	(55.5)	(59.1)	(59.8)		
	Biology	N/A	V/N	V/ 12	V/N	N/A	/09	62
	(South Carolina State Average)		A/N	4/N	W/N	(.68)	(baseline)	
	U.S. History and Constitution	N/A		47.3	50/39 8	55/66.9	/09	62
	(South Carolina State Average)		N/A	(42.4)	(46.3)	(49.7)		
			The state of the s	(Dascille)	0 007 00	0 00/10	, []	Cr
	All EOC Tests	/56.1	58/29.5	60/56.5	62/62.2	65/69.6	//9	0
	(South Carolina State Average)	(8.99)	(0.89)	(48.0)	(65.6)	(67.0)		
SAT	Composite	1491	1481	1507	1507	1473		
	(South Carolina State Average)	(1470)	(1461)	(1452)	(1447)	(1427)		
	(US National Average)	(1511)	(1511)	(1509)	(1509)	(1483)		
	Critical Reading(South Carolina State	499	504	504	207	494		
	Average)	(488)	(488)	(486)	(484)	(482)		
	(US National Average)	(502)	(502)	(501)	(501)	(497)		
	Writing	486	488	494	492	484		
	(South Carolina State Average)	(475)	(476)	(470)	(468)	(464)		
	(US National Average)	(494)	(464)	(493)	(492)	(489)		
	Math	206	489	509	208	495		
	(South Carolina State Average)	(496)	(497)	(496)	(495)	(490)		
	(US National Average)	(515)	(515)	(515)	(516)	(514)		

Activity	Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	111_12 Progress
Ubjective 1.1.1						
Task A2: Establish vertical articulation teams in all areas across gateway grade levels	(Meeting Minutes) District meets monthly HHIHS 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	Estimat ed Cost	Funding Source(s)	Implementation Indicators	111-112 Progress
			to School			a parties
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: Teaching Reading to Black Adolescent Males 2011-2012 Faculty Book Study: How to Differentiate Instruction in Mixed- ability Classrooms 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 di Cost to	Funding Source(s)	Implementation Indicators	13-12 Progress
		e va	School	7.7	HÓW WE MEASURE	
Task C1: ESOL (level I and II)	Fall 2009	Guidance	none	District	100% of faculty will	In progress
from SIOP trained teachers		(scheduling)	,	Funding	be SIOP trained by	>95% of faculty is SIOP
nom of or unamed teachers.				tor SIOP	2011-2012 school	trained, the rest will
				training	year end	have summer
H. 1 71 17 17 17 17 17 17 17 17 17 17 17 1						opportunities
Task E1: Identify (at-risk) over age		Administration	None			In progress
students prior to entering HS and						Springboard Program —
provide an intervention to facilitate						for over-age 8 th graders
opportunities to graduate.						to get to 10 th grade
						within one year
					The state of the s	
Task E2: Incorporate career	Ongoing	College Expo	None		Career-related	Ongoing with IGPs,
planning and provide opportunity for		(district)	-		activities	ASVAB testing
career exploration to establish the		CDF			throughout the	opportunities for all
connection between school and		Guidance,			year, including the	students, College Fair at
WOIK.		Gentlemen's			Reality Store	Bluffton High for all
		Club,				juniors and seniors,
		AVID				Reality Store 2012,
		CATE				implementation of Everfi
		Department				(online social studies
		Chamber of				curriculum to teach kids
		Commerce				about personal banking,
						debt, etc.), work-based
						learning, Teacher Cadet,
			•			Rotarian Career
						Awareness Day in April
						2012
Task E3: Establish procedures for	Ongoing	Administration	None			Ongoing
exit or intervention interviews for all		(Grade Level)				
students and parents if they are		Guidance				
considering leaving the system		Social Worker				
		Bilingual				
		Liaison				

Objective 1.1.5: Establish successful instructional programs to meet the needs of students Task E: Provide credit recovery and summer states states standards and monitor for states and summer 2012— Task C: Ensure that technology is chooling freeded in classrooms to provide states from the stills necessary for the still	Activity	-Timeline	Person(s) Responsible	Estimated Cost to School	Funding Source(s)	Implementation Indicators	111-42 Progress
ach Administration \$3000 Credits recovered and classes passed resulting in fewer students delayed in progressing to next grade level. Teachers None Promethean Boards and other technology observed in use in all classrooms. Best practices shared among teachers. Administration \$5000 for HHHS Curriculum training funds coordinator will funds coordinator will grade 9. Continued MYP program. MYP in grade 9. Continued MYP training for entire staff Leadership team and department data analysis	Objective 1.1.5: Establish successful	instructional programs	to meet the need	s of students			
and classes passed resulting in fewer students delayed in progressing to next grade level. Teachers None Promethean Boards and other and other technology observed in use in all classrooms. Best practices shared among teachers. Gevelopment continuum that addresses leadership needs at the school a mong teachers. Administration \$5000 for HHIHS Curriculum training funds 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	Task E: Provide credit recovery and	Fall and Spring each	Administration	\$3000		Credits recovered	In progress
resulting in fewer students delayed in progressing to next grade Level. Teachers None Promethean Boards and other technology observed in use in all classrooms. Best practices shared among teachers. Administration \$5000 for HHIHS coordinator will drive data teams with core subject areas in MYP program. MYP in grade 9. Continued MYP training funds data and department data analysis	virtual school programs aligned to	year and Summer				and classes passed	Summer 2012 – provide
Administration state standards and monitor for	School				resulting in fewer	credit recovery	
Teachers Media Center Administration S5000 for HHIHS Curriculum training funds 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	success					students delayed in	opportunities for most
Teachers Media Center Administration Administratio						progressing to next	HHIHS courses, not just
Teachers Media Center Administration Adminis						grade level.	those on APEX
Administration. Administration. Administration. Administration tontinuum that addresses leadership needs at the school and training funds 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	Task G: Ensure that technology is	Ongoing	Teachers	None		Promethean Boards	In progress
Administration bobserved in use in all classrooms. Best practices shared among teachers. Administration \$5000 for HHHS Curriculum training funds Coordinator will drive data teams with core subject areas in MYP	embedded in classrooms to provide		Media Center			and other	PLC monthly meetings
development continuum that addresses leadership needs at the school a mong teachers. Administration \$5000 for HHIHS Curriculum training funds 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	students with the skills necessary for		Administration.			technology	must include and
development continuum that addresses leadership needs at the school a Administration \$5000 for HHIHS Curriculum training funds 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	the 21" Century Global economy					observed in use in	document technology
development continuum that addresses leadership needs at the school a Administration \$5000 for HHIHS Curriculum training funds 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						all classrooms. Best	integration strategies and
development continuum that addresses leadership needs at the school a Administration training for entire staff Continued MYP training for entire staff						practices shared	how they support school
development continuum that addresses leadership needs at the school a Administration \$5000 for HHIHS Curriculum training funds 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				-		among teachers.	goals
Ongoing Administration \$5000 for HHIHS Curriculum training funds 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	Objective 1.2.1: Create and impleme	;	pment continuun	n that addre	sses leadersh	ip needs at the school	and district levels
training funds 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	Task A1b: Instructional leadership	Ongoing	Administration		HHIHS	Curriculum	Ongoing
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	strategies to include data analysis,			training	funds	coordinator will	MYP Coordinator
e subject MYP . MYP in ed MYP for entire iip team artment lysis	MYP and DP implementation					drive data teams	facilitated first year of all
MYP . MYP in ed MYP for entire iip team artment lysis						with core subject	tenth graders doing
. MYP in ed MYP for entire lip team artment lysis			~	, ,,		areas in MYP	personal project. The MYP
ed MYP for entire iip team artment lysis			•			program. MYP in	Curriculum Team
nued MYP ng for entire ership team lepartment analysis						grade 9.	responded to the Matters
ng for entire ership team lepartment analysis						Continued MYP	to be Addressed from IBO
ership team lepartment analysis						training for entire	which led to authorization
ent						staff	as an MYP school.
ent						Leadership team	PLC Leadership training in
			•			and department	August, PLC transition
throughout the s						data analysis	implementation
Vear							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

HHIHS 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

	(07-08)	Target/Results	Target/Results	(07-08) Target/Results Target/Results Target/Results Target/Results Target/Results	Target/Results	Farget/Results Target/Results Target
Objective 2.1.1: Attract and retain highly qualified schools or areas of critical need.		pared teachers by	/ providing incent	and well prepared teachers by providing incentives for educators to work in Beaufort County in	s to work in Beauf	ort County in
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.	on 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)	9 9 <</td <td>T<td>8<!--8 <</td--><td>6 ^1</td><td>ტ ^I</td></td></td>	T <td>8<!--8 <</td--><td>6 ^1</td><td>ტ ^I</td></td>	8 8 <</td <td>6 ^1</td> <td>ტ ^I</td>	6 ^1	ტ ^I
Task B: Create/maintain trusting environment and increase morale						
 Continue to communicate and work with the faculty and staff. 	20%	100%/98%	100%/98%	100%/98%	100%/100%	100%
 Utilize trust-building activities, book and discussions groups, etc. among 	100%	100%/100%	100%/100%	100%/100%	100%/100%	100%
employees to get all voices involved.	100%	100%/98%	100%/98%	100%/98%	100%/100%	100%
 Provide motivational speakers for all employees. Develop sense of belonging to school community. 	%09	maintain	maintain	maintain	maintain	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)	ng Program					
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	2009÷2010 2010-2011 Target/Result 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.	l accountability ti	ed to student ach	ievement.	
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%

2 2012-2013 sult Target/Result		N	10	7% 100%
2011-2012 Target/Result	ement.	3/8	10/>10	100%/100%
2010-2011 Target/Result	ed student achiev	3/>3	10/>10	100%/100%
2009-2010 Target/Result	supports improv	3/>3	8/>10	100%/100%
2008-2009 Target/Result	t continuum that	3/>3	5/>10	97%/100%
Baseline (07-08)	onal developmen	2 (Number indicates adult learning opportunities afforded per school year.)	4 (Number indicates adult learning opportunities afforded per school year.)	%96
Indicator	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. Mat h and Science Graduate Cohort 3. SIOP training 4. Ruby Payne Book Sudy (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. Teaching Reading to Black Adolescent Males faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)	Task B: Provide professional development activities that are based on student needs and growth.	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.

2012-2013 Target		%09	100%	9	At least once per semester	Increase
2012 Ta		9	11		At lea per se	luci
2011-2012 Target		50%/63%	100%/100%	2/5	At least once per semester	Increase
2010-2011 Target	rds.	50%/ approximately 50%	100%/100%	5/>5	At least once per semester	Increase
2009-2010 Target	nievement standa	50%/ approximately 50%	100%/100%	5/>5	By semester/ several times per year	Begin
2008-2009 Target	h content and ack	50%/approxim ately 50%	100%/100%	5/>5	annually	
Baseline (07 <u>-</u> 08)	nent activities wit	*Percentage of faculty who participated in content related professional development	%0	*Number indicates number of strategies, including but not limited to, those listed in column 1	sporadic	
Indicator	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.	Task B: Align learning activities with academic content standards, student achievement standards and assessments.	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	Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.	Task E: Promote the use of coaches, mentors, study groups, professional reading, and technology and action research to extend the workshop/course initial learning.

IndicatorBaseline2008-20092009-20102010-20112011-20122012-2013(07-08)TargetTargetTargetTargetTargetObjective 2.2.3: Provide professional development activities on classroom management, positive intervention and learning styles of students.	6/>6 6/11 9
2008-2009 2009-2010 Target Target n classroom management, positive i	9 9</td
Baseline 20 (07-08) lopment activities on cla	*Number indicates multiple sources of information, including but are not limited to, those listed in column 1
Indicator Objective 2.2.3: Provide professional devel	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

increase
Increase/8
Increase
Increase
Increase
Sporadic *Refers to the percentage of faculty who participated in content- related professional development
Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners. 1. Summer Institute 2. Mat h 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. Teaching Reading to Black Adolescent Males faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12)

11 12 Progress	n Beaufort	Ongoing	Ongoing		On target
Implementation Indicators	r educators to work i	Use of interview tool	Review of work orders		Number of programs implemented
Funding Source(s)	viding incentives for		Via maintenance		Sunshine Dues
Estimated Cost to School	chers by pro	0\$	Varies		Varies due to certificate, Pat on the Back cards or plaques
Person(s), Responsible	y qualified and well prepared teachers by providing incentives for educators to work in Beaufort d	Leadership team	Assistant principal over facilities		Administration/faculty/PTSO/ Social Committee Chairperson
Timeline	retain highl of critical nee	Ongoing	Ongoing		Weekly, monthly or annually
Activity	Objective 2.1.1: Attract and retain highly qualicounty in schools or areas of critical need	Task A Use interview screening instrument for hiring with consistent standards	Task B Improve working conditions	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

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

ition 11-12 Progress s	•		tivities >10
Implementation Indicators	dent achievement.		Number of activities provided
Funding Source(s)	s improved stu		District
Estimated Cost	m that support		Varies
Person(s) Responsible	Objective 2.2.1: Design an effective professional development continuum that supports improved student achievement.		Assistant Principal (Curriculum & Instruction) School Leadership District Leadership
. Timeline	ffective profess		Ongoing
Activity	Objective 2.2.1: Design an e	Task A: Provide resources (funds, technology, personnel, time and	incentives) to encourage and support adult learning. 1. Summer Institute 2. Mat h 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 inservice days with multiple content area trainings 10. Teaching Reading to Black Adolescent Males faculty book study (10-11) 11. Professional conference attendance 12. Differentiation Book Study (11-12)

>10	100%
Number of students needs and growth professional development opportunities	Percentage of teachers who are highly qualified in subject area.
Professional developmen t/High Schools that Work/ IB/ AP/ Department funds/Distric t ESOL funds	
Varies	None
Assistant Principal (Curriculum & Instruction) School Leadership District Leadership	Leadership Team
Ongoing	September
Task B: Provide professional development activities that are based on student needs and growth. 1. Summer Institute 2. Mat h 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. Teaching Reading to Black Adolescent Males faculty book study (10-11) 10. Conference attendance 11. Differentiation Book Study (11-12)	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.

			I	
11:12 Progress	Pending Principal end of year interviews with faculty	100%	9	11/11 departments
Implementation Indicators	Percentage of faculty participating in: -AP/IB training -SIOP training -G/T training -Content/Course specific training	Percentage curriculum maps completed as mandated by District	Number of strategies implemented	Percent of Department Chairpersons self reporting satisfactory feedback to their departments
Funding Source(s)	District			
Estimated Cost	Varies	None	None	None
Activity Eunding Person(s) Responsible Cost Funding Cost Source(s)	Department Chairpersons	Department Chairpersons	Department Chairpersons	Department Chairpersons
Timeline ssional develo	Ongoing	Ongoing	Ongoing	Ongoing
Activity Objective 2.2.2: Align profe	Task A: Deepen and expand the body of content knowledge to improve the quality of teaching and student achievement.	Task B: Align learning activities with academic content standards, student achievement standards and assessments.	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	Task D: Monitor, coach and provide quality feedback to teachers as they practice new skills in the classroom.

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2	nment activities on electroom menagement positive intervention and learning styles of students
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yes of students.	. 111	80
Indicators	Number of sources of information	Number of opportunities teachers are afforded for professional development activities
Source(s) gement, positive i		PD money
Classroom mans	None	Varies
Responsible ment activities on	Leadership & Administrative Team	Leadership
dessional develor	Ongoing	Ongoing
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. 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	Task B: Provide teachers with knowledge of how to develop safe, orderly, equitable learning environments that support the characteristics of diverse learners.

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

School Teacher/Administrator Quality

HHIHS identified, through the use of data and curriculum review, achievement challenges in the areas of HSAP and End-of-Course exam District Priority

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	60-80	2009-10	2010-11	2011-12	2012-2013
O uteses subgroups	Baseline C+o+c Doculto	larget/Results	Larget/Results	larget/Results	ctote Decults
	State Results	State Resuits	State Results	State Results	State Resuits
Objective 3.1.1: Analyze scores in the following subgroups for EOC passage rate and HSAP proficiency rate.	oups for EOC passa	ige rate and HSAP p	roficiency rate.		
Task A: Identify students at the cusp for proficient	1) 32.5%	1) 29.7%/44.4	1) 30.9%/58.0	1) 32%/	1) 33.1%
achievement level on HSAP	44.9	49.7	51.7		
	2) 30.1%	2) 29.5%/57.4	2) 34.2%/60.3	7) 39%/	2) 43.8%
1) ELA-African American	50.3	56.8	62.8		
	3) 18.8%	3) 18.7%/52.1	3) 23.3%/46.2	3) 28%/	3) 32.7%
2) ELA-RISPAINC	38.5	47.3	45.1		
3) ELA-Limited English Proficient	4) 35.0%	4) 29.5%/52.2	4) 31.2%/57.3	4) 33%/	4) 34.8%
	45.6	51.5	54.7		
4) ELA-Subsidized ivieals	5) 20.0%	5) 21.8%/29.6	5) 26.9%/26.0	5) 32%/	5) 35.1%
5) Math-African American	45.1	44.0	42.9		
	6) 37.0%	6) 25.7%/47.6	6) 35.9%/46.0	(9 46%/	6) 54.1%
b) Math-Hispanic	58.5	56.7	59.4		
7) Math-Limited English Proficient	7) 27.1%	7) 18.7%/42.0	7) 29.3%/33.3	7) 40%/	7) 50.7%
	52.3	52.6	47.1		
8) iviatn-subsidized ivieais	8) 37.5%	8) 25.3%/40.6	8)30.2%/37.1	8) 35%/	8) 39.8%
	47.9	48.1	48.5		4

	60-80	2009-10	2010-11	2011-12	2012-2013
	Baseline	Target/Results	Target/Results	Target/Results	Target/Results
	State Results	State Results	State Results	State Results	State Results
Task B: Identify students' readiness to score at or					
above state averages: Overall: English	64.0%	68.7%	73.3%	78%	
Overall: Algebra	63.0%	65.0%	%0′.29	%69	
Overall: Physical Science	54.7%	55.1%	25.6%	%95	
Overall: US History	42%	43.8%	45.5%	47.3%	
1) English -African American	52.0%	56.3%	51.4%		
2) English -Hispanic	57.2%	20.6%	26.7%		-
3) English -Limited English Proficient	50.7%	46.8%	20.6%		
4) English -Subsidized Meals	55.2%	20.6%	51.9%		
5) Algebra -African American	65.3%	47.4%	45.5%		
6) Algebra -Hispanic	75.9%	%6.69	%8'89		
7) Algebra -Limited English Proficient	74.9%	63.5%	65.6%		
8) Algebra -Subsidized Meals	%6:89	63.2%	85.5%		
9) Physical Science -African American	36.8%	19.6%	28.6%		
10) Physical Science -Hispanic	47.6%	41.0%	42.7%		
11) Physical Science -Limited English Proficient	43.7%	39.4%	42.5%		
12) Physical Science -Subsidized Meals	40.4%	30.0%	38.1%		
13) US History -African American	22.6%	12.1%	36.7%		
14) US History -Hispanic	37.3%	25.3%	44.6%		
15) US History -Limited English Proficient	28.4%	19.7%	41.8%		
16) US History -Subsidized Meals	26.2%	20.7%	41.2%		
	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.	ces to targeted grou	ps.			
Task A: Facilitate maintaining chronological grade level by providing credit recovery opportunity to students who fail.	%05	%59 %59</td <td>85%/100%</td> <td>100%</td> <td>100%</td>	85%/100%	100%	100%
Task B: Provide mentoring via Expectations Coach for seniors at risk of not graduating	%09	%08 %08</td <td>%06<!--%06</td--><td>100%/>90%</td><td>100%</td></td>	%06 %06</td <td>100%/>90%</td> <td>100%</td>	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	the specific needs of	these subgroups			
Task A: Prioritize class assignments to students in targeted subgroups (NGA and SIOP)	<50%	%05	%02	%06	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	0	1	2/3	2/4	м
CATE Completer courses GT/AP/IB Training					
Task C: Differentiate curriculum maps to include strategies and assessments to support these	Begin Curriculum	25%	25%	100%	100%
subgroups	Maps				

² Based on Seniors at risk to not graduate

				The second secon	
* 11-12 Progress		On going	On going	11-12-Progress	On going
Implementation Indicators	ıcy.	Use USA Test Prep Benchmark Tests	Use MAP scores and the RIT score benchmark for each subject in the NGA Use USA Test Prep Benchmark tests	Implementation Indicators	Review grades and facilitate credit recovery following district policy.
Estimated Funding Source(s) Cost	Objective 3.1.1: Analyze scores for the subgroups for passing EOCs and HSAP proficiency.	n\a	п\а	Funding Source(s);	n\a
Estimated Cost	or passing EC	0	0	Estimated Cost	0
Person(s) Responsible	the subgroups fo	Math and English Teachers	Teachers	Person(s) Responsible e additional ser	Expectations Team and faculty
Timeline	alyze scores for	yearly	Spring Semester	Timeline tify and provid	Beginning of school year, end of 1 st , semester, and 3 rd quarter
Activity	Objective 3.1.1: And	Task A: Identify students at the cusp for proficient achievement level on HSAP	Task B: Identify students' readiness to score at or above state averages: English I Algebra I Physical Science US History	Activity Timeline Person(s) Estimated Funding St Responsible Cost 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.

**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	University of Mississippi
	Technology	
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	Valdosta State University
E-4 O U-iit-	University	XX/I
Eastern Oregon University	Old Dominion University	Washington University in St. Louis
Eckerd College	Oxford College of Emory	Wesleyan University
Eckera Conege	University	vvesicy an Oniversity
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	
		L

- 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 HHIHS

her ESOL Best Practices 'Technology follow up with ber Best Practices 'Dealing with parents'' Best Practices her Technology follow up with Literacy Anne Bender Best Practices her Best Practices hy ESOL Best Practices Iry Motivational Iry Motivational HSAP Best Practices Month	Faculty meetings (1st Wed)	PLC mtgs (2 nd Wed)	Leadership Team (1 st and 3 rd Monday)/Other	
Best Practices"Dealing with parents"9GR and graduation rate"Dealing with parents"Best PracticesLiteracyAnne BenderEst PracticesBest PracticesTechnologyESOLIBBest PracticesIByMotivationalNumeracyyELDAData UniversityBest PracticesTesting seasonHSAPTesting seasonBest PracticesTesting seasonIB and APBest Practices	September	ESOL	Develop goals	Anne Bender- Technology needs for the classroom
Best Practices Anne Bender Best Practices er Best Practices er Best Practices FSOL Best Practices Whotivational speaker/incentives Best Practices HSAP HSAP Best Practices Technology Technology Best Practices Best Practices Best Practices Technology Technology Technology Best Practices Best Practices Testing season Testing season Best Practices	•	Best Practices		-
Best PracticesLiteracyTechnology follow up withLiteracyAnne BenderEst PracticesBest PracticesTechnologyESOLIBBest PracticesNumeracySpeaker/incentivesNumeracyBest PracticesData UniversityELDAData UniversityBest PracticesTesting seasonBest PracticesTesting seasonBest PracticesTesting seasonBest PracticesBest Practices	October	9GR and graduation rate	"Dealing with parents"	Data Training (Ms Brooke Rowe)
Technology follow up with Literacy Anne Bender Best Practices ESOL Best Practices Motivational speaker/incentives Best Practices LDA Best Practices HSAP HSAP Best Practices Best Practices HSAP Best Practices Best Practices HSAP Best Practices		Best Practices		
Anne Bender Best Practices Best Practices ESOL Best Practices Motivational speaker/incentives Best Practices ELDA Best Practices HSAP HSAP Best Practices Best Practices HSAP Best Practices	November	Technology follow up with	Literacy	Data training (Ms Brooke Rower)
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Best PracticesTechnologyESOLIBBest PracticesNumeracyMotivational speaker/incentivesNumeracyBest PracticesData UniversityELDAData UniversityBest PracticesTesting seasonIB and APBest PracticesBest PracticesTesting seasonBest PracticesBest Practices		Best Practices		
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speaker/incentives Best Practices h ELDA Best Practices HSAP Best Practices IB and AP Best Practices Best Practices	February	Motivational	Numeracy	Task Force on ACT and SAT
h ELDA Data University Best Practices Testing season Best Practices Testing season Best Practices Best Practices		speaker/incentives		
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HSAP Best Practices Testing season Best Practices Best Practices	March	ELDA	Data University	EOC crash course
HSAP Testing season Best Practices Best Practices		Best Practices		
Best Practices IB and AP Best Practices	April	HSAP	Testing season	Student Life
IB and AP Best Practices		Best Practices		
Best Practices	May	IB and AP		Set theme for next year/wrap up
		Best Practices		

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,

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

1. Seeks and allocates resources to achieve district goals.

state, and federal requirements.

2. Plans and administers budgeting and purchasing according to all relevant local,

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 ΝI U STANDARD ONE: VISION An educational leader fosters success by facilitating the development, communication, implementation and evaluation of a shared SEE ATTACHED 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.

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ŧ	•	SE	EE	ME	NI	U
	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.					
	environment.					
	ANDARD FOUR: CLIMATE An educational leader fosters success by vocating, 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.			-	<u> </u>	
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		- , -			
5.	to local, state and federal requirements. Manages conflict and crisis situations in an effective and timely manner.					
6.	Deals with student misconduct in a prompt and effective manner.					
	ANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational der 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.					
	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					
Ο.	community to support learning.					
ст	ANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by					
	monstrating integrity, fairness, and ethical behavior.					
1.	Works within professional and ethical guidelines to accomplish school and district goals.					
	Models respect, understanding, sensitivity, and appreciation for all people.					
3.	Adheres to local, state and federal requirements.					
su	ANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters coess by interacting effectively with stakeholders and addressing their needs d concerns.					
	Demonstrates respect for others. 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.					

	L,	evel o	of Perf	ormar	nce
	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.					
 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.					
 Analyzes data to identify opportunities for improvement. Collaborates with staff to focus attention on improving student achievement 			· 		
and meeting achievement targets.					
3. Visits classrooms regularly for purpose of supervising instruction.					

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.

Not Met

Met

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

COMMENTS:

180

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:

atouring to facts.

COMMENTS:

PLANNING					
Signature 1	allu Jue Eyaluator	stale	Date	8.24.10	1
Signature	Reviewer (As Applicable)		Date	8-24-1	0
Signature AMOU	Ma Www.		Date	8-24-10	
The employee's signate agreement.	ure above indicates the eval	uation has been rev	iewed wit	h him/her. It	does not indicate
SECTION IV: OVERAL	L RATING				
SE	EE	ME		NI	U
JUSTIFICATION: (Mus Con) Excl Llac ISSU	could char once of st be provided for NI or U) Mule to for Clent you Sar, Se el (specif	resson verson vervi pervi	in Sio	chilu hoo w is	enew, L au Ls).
·					
Signature 1	Muladall Evaluator		Date	8,20,1	<u> </u>
Signature 1	Reviewer (As Applicable)		Date	8.22.11	
Signature M	Ula OVall Employee	\bigcup	Date	8-22-11	

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

Area of Responsibility:

Name of Principal: Awards & NAW

Evaluation Period From:					
Name of Evaluators: Delice Rimer					······································
DIRECTIONS: The principal's performance (based on the management team's review as a check to indicate the level of performance for each performance statement. Section I level scoring scale is utilized for this purpose indicating Substantially Exceeds Expectation (EE), Meets Expectations (ME), Needs Improvement (NI) or Unsatisfactory (U). Sec Characteristics: Using the five-level rating scale, performance rating is indicated in the III - Goals and Objectives for Growth are rated Met or Not Met. Section IV: 1 Overal Unsatisfactory or Needs Improvement is marked, the Justification Section and Strength completed. Areas that are not applicable to the director are marked N/A.	ons (S tion II corre	E), Exc - Gen spondir	seeds Exeral Peng space ng space n Overa	xpectat rforma e. Sec III Ratin	ions nce tion
SECTION I: EVALUATION STANDARDS	ŀ	evel d	of Perfo	orman	ce
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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	ATTA	CHED)
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.	gayayaminan		and the state of t		
2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities		Lagrania de		-	transchoptel#
 Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community. 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.					
 Sets and communicates high standards for curricular and 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 the curriculum, the quality of instruction, and 		-	, <u></u>	 ·	
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.		Worked	l woo	w/th	e 1.
 Seeks and allocates resources to achieve 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 district needs, and local, state, and federal requirements. Manages the supervision and evaluation of staff in accordance with local, state and 		_	X		
federal requirements.	1.2 ,			- <u>A</u>	70

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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.	SE X X	EE	ME 	NI 	U
STANDARD FOUR: CLIMATE An educational leader fosters success by advocating, nurturing, and sustaining a positive work climate.	\wedge	nd.	chton.	ر د در	Jr.
Initiates and maintains strategies to promote collegiality and collaboration among staff.	<u> </u>	do A	io. With	war.	
 Involves parents, students, and the community in efforts to create and maintain a positive environment. Establishes and supervises programs that promote positive social, emotional, and 	************	PRACTICAL	wymone wybara	FARENCES	Semblessychisch
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.			Anticockings		
STANDARD FIVE: SCHOOL AND COMMUNITY RELATIONS An educational leader fosters success by collaborating effectively with stakeholders.	Λ	and	الكيم	ww.76	May 1
 Develops an effective and interactive communications plan and public relations program. Participates in school and community activities. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for 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 learning. 	<u> </u>	9°			
STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.					
 Works within professional and ethical guidelines to accomplish school and district goals. Models respect, understanding, sensitivity, and appreciation for all people. 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.	/ 6	Nevelo	.) ?!***)	
 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. 			<u>/</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

		Level	of Perf	orman	ice
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development activities that promote the achievement of district goals and s growth. 2. Uses data related to the achievement of district and school goals and staff growth		epologickomojog/	Limited	D epositude COAA	***************************************
the basis for evaluating the success of staff development. 3. Encourages staff to set goals for professional growth.			delineration comp		
 Shares effective teaching strategies and uses coaching skills to encour professional growth. 	rage ——				
STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational least fosters success by using available resources and opportunities for professional grown	ader wth.				
 Develops and implements an appropriate plan for self professional developm consistent with school and district goals. Establishes and maintains a professional network with other administrators. 	nent 	pacakentinetinetonen ganetinetinetinet		province in the second	grap grap germanden.
3. Complies with district and state professional development requirements.4. Participates in staff development activities in order to understand the complex ro the position as relates to district goals.	le of		p. j. i. s. serenda		***************************************
STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilize available resources to focus on improving student achievement.	s all				
 Analyzes data to identify opportunities for improvement. Collaborates with staff to focus attention on improving student achievement 	and			name of the latest of the late	Academic Pro-Pro
meeting achievement targets. 3. Visits classrooms regularly for purpose of supervising instruction.			***************************************		
4 Holds self and staff accountable for improving student achievement.	-				

BEAUFORT COUNTY SCHOOL DISTRICT PRINCIPAL EVALUATION RATING FORM

Name of Principal: O'Nan - HHIHS Area of Responsibility:

Evaluation Period From:

Name of Evaluators: Alford

state, and federal requirements.

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					
	SE	evel o	of Perf ME	orman NI	nce 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	ATTA	CHED)
 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. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision. Communicates the department's vision, goals, plans, and priorities to staff, 		_X_ _X_	_		
students, parents, and community. 4. Implements, evaluates and refines the plan of action for achieving the department's goals.		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.	,				
 Sets and communicates high standards for curricular and 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 the curriculum, the quality of instruction, and 			_X_		
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	_	
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.					
Seeks and allocates resources to achieve district goals. Plans and administers budgeting and purchasing according to all relevant local.	x				

·	Ĺ	_evel	of Perf	ormai	nce
2. Canada a sanara and a sand a saint a static a static a static	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.	_X_				
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	_X			.—	
and safety of all personnel and students. 6. Ensures the maintenance of a clean and aesthetically pleasing work	_X_			•	
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.	_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.		V			
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,			X		
and intellectual growth for students. 4. Establishes and enforces standards for appropriate student behavior according	, 	Х_			
to local, state and federal requirements.		_X			
5. Manages conflict and crisis situations in an effective and timely manner.6. Deals with student misconduct in a prompt and effective manner.	X				
	^_				
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.			V		
2. Participates in school and community activities.	_X_		^		
3. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement.			Y		
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.		Х			
6. Collaborates with staff to develop effective strategies for parents and the		^			
community to support learning.			х_		
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.	Y				
2. Models respect, understanding, sensitivity, and appreciation for all people.	_X				_
3. Adheres to local, state and federal requirements.	_X_				
STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.					
Demonstrates respect for others.		_X_			
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.		х_			
3. Communicates effectively with stakeholders to support school and district goals.			_X_		

	L	evelo	of Perf	ormai	nce
 Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis 	SE 	_X EE	ME —	NI —	U —
management. 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.4. Shares effective teaching strategies and uses coaching skills to encourage		_	x_		
professional growth.		—	_X_		
STANDARD NINE: SELF PROFESSIONAL DEVELOPMENT An educational leader fosters success by using available resources and opportunities for professional growth.					
Develops and implements an appropriate plan for self professional development consistent with school and district goals.			X		
 Establishes and maintains a professional network with other administrators. 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.					
Analyzes data to identify opportunities for improvement. Callaborates with staff to focus attention on improving student achievement.		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.4. Holds self and staff accountable for improving student achievement.	X	_X_			

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

	-					
Comments and/or Recommended Improvement						
ח						
N						
ME						
E						
SE						
General Performance Characteristics - Functional Qualities	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.

Not Met

Met

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

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

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

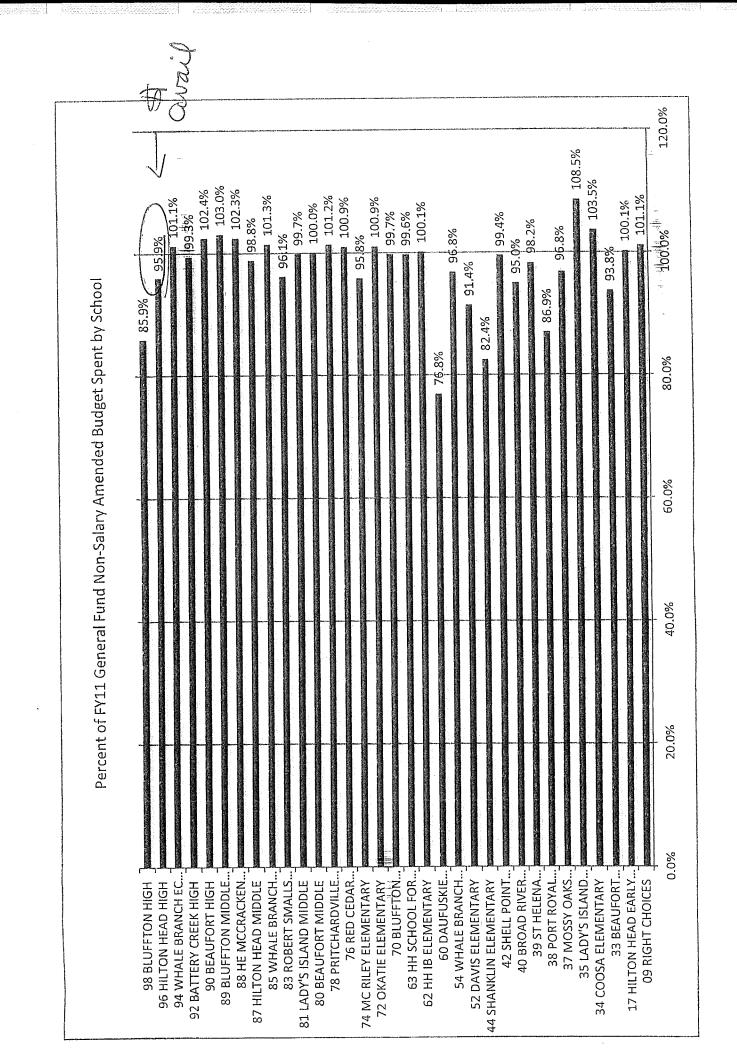
OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING				
Signature			Date	
	Evaluator			
ignature			Date	
	Reviewer (As Applicabl	e)		
ignature			Date	
	Employee			
Γhe employee's sign agreement.	ature above indicates the	evaluation has been r	eviewed with him/her. It do	oes not indicate
SECTION IV: OVER	ALL RATING			4
SE	EE	ME	NI	U
		,		
				
Signature			Date	
 -	Evaluator			
Signature			Date	
	Reviewer (As Applicabl	le)		
Signatura			Date	

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

Employee



Human Resources Review: 2010-2011

School: Hilton Head High

Principal: Elizabeth O'Nan

				•	7
Area	Indicator	Kating;	Rating; Number/Percentage	rcentage	Comments
		M	B	0	
:	Student Body	57.45%	57.45% 14.91% 27.64%	27.64%	
Diversity	Staff	82.46%	82.46% 14.04%	3.51%	

%86	50%
Completion of Safe School Training	Work Comp Claims Reported within 3 days
6	Safety

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

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

122	
Number of Approved Volunteers	
Volunteers	

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
	Vision .	Leadership	Effective Management	Climate	School & Community Relations
	SE /ER ME NI U	SE (EE) ME NI U	SE (EE) ME NI U SE EE (ME/ NI U (SE) EE ME NI U SE (EB) ME NI U	SE EE ME NI U	SE (EE) ME NI U
Elizabeth O'Nan	Standard Six	Standard Seven	Standard Eight	Standard Nine	Standard Ten
	Ethical Behavior	Interpersonal Skills	Staff Development	Self Professional Development	î Student Achievement
	SE E ME NI U	SE EE MIE NI U	SE EE (MÈ NI U	SE EE (MP NI U	SE EE ME NI U
			Ì	-	-
		/			4.

n to facto: Me pue

Beaufort County School District School Dashboard

Principal School

Hilton Head Island High School

Elizabeth O'Nan

2010-2011 1127	1127
2011-2012	1138

SIT Referrals	20	2
SITR	2010-2011	2011-2012

Disciplinary Hearings

39 44

2011-2012

2010-2011

							-
ferrals	20	7		Zone	d School	4.8	74.
SIT Referrals	2010-2011	2011-2012	1	Out of Zone	Requested School	2010-2011	2011-2012

Average Daily Membership

1163.16

2010-2011 2011-2012

1153.93

1 1 0 0 0 0 1	7.0
2011-2012	74.

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

Average Daily Attendance

1120.38 1104.12

2010-2011

2011-2012

Specialist	Specialist Referrals
2010-2011	260
2011-2012	328

25 21

2011-2012 2010-2011

Homebound

22

2011-2012

SS	E	1
Homeless	2010-2011	2011-2012

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

146 230

2011-2012

2010-2011

Suspensions

	₩.
B	IVE BEHAVIOI
	POSIT

WHERE LEARNING LEADS THE WAY

SS	ω,	T
Homeless	2010-2011	2011-2012

Expulsions	2010-2011 4	2011-2012 5	Right Choices Placements	9011
	2010	2011	Right	110-010

Students with IEP's Suspended for More Than 10 Days

	Before Verification			Afte	r Verification	on
School	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.

7/28/11 1:46 PM

Overall Absence Analysis 8/2/10 - 6/17/11

Page: 1

HILTON HEAD HIGH (96)

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	78.0	57.0	54.0	69.0	105.0	0.0	363.0
0.0	11.0	18.0	12.0	9.0	8.0	0.0	58.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	7.0	7.0	6.0	5.0	7.0	0.0	32.0
0.0	4.0	2.0	4.0	5.0	13.0	0.0	28.0
0.0	2.0	2.0	1.0	0.0	0.0	0.0	5.0
0.0	1.0	0.0	0.0	2.0	1.0	0.0	4.0
0.0	5.0	4.0	4.0	4.0	4.0	0.0	21.0
0.0	1.0	0.0	0.0	1.0	0.0	0.0	2.0
0.0	25.0	23.0	35.0	38.0	47.0	0.0	168.0
0.0	1.0	7.0	1.0	3.0	4.0		16.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	1.0		1.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0		0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	135.0	120.0	117.0	136.0	190.0	0.0	698.0
	0.0%						
	19.3%						
	17.2%						
/	16.8%						
//	19.5%						
	0.0%						
	0.0%						-
2	52.0%						
	8.3%						
	0.0%						
	4.6%						
	4.0%						
	0.7%						
	0.6%						
	3.0%						
	0.3%						
2							
	2.3%						
	0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	0.0 0.0 0.0 78.0 0.0 11.0 0.0 0.0 0.0 7.0 0.0 4.0 0.0 2.0 0.0 1.0 0.0 5.0 0.0 1.0 0.0 25.0 0.0 1.0 0.0	0.0 0.0 0.0 0.0 78.0 57.0 0.0 11.0 18.0 0.0 0.0 0.0 0.0 7.0 7.0 0.0 4.0 2.0 0.0 2.0 2.0 0.0 1.0 0.0 0.0 5.0 4.0 0.0 1.0 0.0 0.0 25.0 23.0 0.0 1.0 7.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	0.0 0.0 0.0 0.0 0.0 78.0 57.0 54.0 0.0 11.0 18.0 12.0 0.0 0.0 0.0 0.0 0.0 7.0 7.0 6.0 0.0 4.0 2.0 4.0 0.0 2.0 2.0 1.0 0.0 1.0 0.0 0.0 0.0 5.0 4.0 4.0 0.0 25.0 23.0 35.0 0.0 1.0 7.0 1.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	0.0	0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 78.0 57.0 54.0 69.0 105.0 0.0 11.0 18.0 12.0 9.0 8.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 7.0 7.0 6.0 5.0 7.0 0.0 4.0 2.0 4.0 5.0 13.0 0.0 1.0 0.0 0.0 0.0 2.0 1.0 0.0 1.0 0.0 0.0 0.0 2.0 1.0 0.0 1.0 0.0 0.0 1.0 0.0 0.0 0.0 1.0 0.0 0.0 1.0 0.0 0.0 25.0 23.0 35.0 38.0 47.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0

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Overall Absence Analysis 8/2/10 - 6/17/11

Page: 2

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-ILLINESS	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

Area of Responsibility: Hilton Head Island High Name of Principal: Amanda O'Nan

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

	L SE	evel o. EE	f Perfo	orman NI	ce 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	АТТА	CHED	
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 Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision. Communicates the department's vision, goals, plans, and priorities to staff, 					
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1. Sets and communicates high standards for curricular and 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 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.					
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 Seeks and allocates resources to achieve district goals. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 					

	L	.evel	of Perf	ormar	nce
3. Screens, recommends, and assigns staff in a timely manner based on district	SE	EE	ME	NI	U
needs, and local, state, and federal requirements. 4. Manages the supervision and evaluation of staff in accordance with local, state				<u> </u>	
and federal requirements. 5. Implements, evaluates, and refines as necessary the procedures for the security					-
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 Demonstrates respect for others. Elicits and responds to feelings, needs, concerns, and perceptions of others to 			. <u> </u>		
build mutual understanding. 3. Communicates effectively with stakeholders to support school and district goals.					

	L	evel o	of Perf	ormar	nce
	SE	EE	ME	NI	U
 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.					
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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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available resources to focus on improving student achievement.					
 Analyzes data to identify opportunities for improvement. Collaborates with staff to focus attention on improving student achievement 					
and meeting achievement targets.					
 Visits classrooms regularly for purpose of supervising instruction. Holds self and staff accountable for improving student achievement. 					

SECTION III: GOALS AND OBJECTIVES FOR GROWTH IN JOB PERFORMANCE

, establish jointly with the supervisor, and will indicate specifically how and when these are to be	
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lish jointly	rable term
/ear, estak	ic, measu
s for the)	d in specif
objective	be stated
goals and o	ives should
e will list goal	I. Objectiv
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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:

Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully. 5

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING	~ ,			
Signature .		sole	Date 8	,20,11
Signature	Reviewer (As Applicable)		Date 8.22	3-11
Signature	Nouda O	Wu	Date	211
The employee's signat agreement.	ure above indicates the e	valuation has been r	eviewed with him/her.	It does not indicate
SECTION IV: OVERAL				
SE	EE	ME	Ni	U
	st be provided for NI or U	,		
Signature	Evaluator		Date	
Signature	Reviewer (As Applicable)	Date	<u> </u>
Signature	Employee		Date	

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 arae 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 - 505 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,

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

Level of Performance SE EE STANDARD ONE: VISION An educational leader fosters success by facilitating ME NI U the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence and equity and is reflective of the SEE ATTACHED 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.

	ı	_evel	of Per	forma	nce
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	SE	EE	ME	NI	L
needs, and local, state, and federal requirements. 4. Manages the supervision and evaluation of the supervision and evaluation.					
 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					
6. Ensures the maintenance of a clean and aesthetically pleasing work environment.			_		
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 Initiates and maintains strategies to promote collegiality and collaboration 					
2. Involves parents, students, and the community in efforts to create and maintain					
3. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for students.					
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.				 .	
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 Develops an effective and interactive communications plan and public relations 			•	χl	
 Participates in school and community activities. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for improvement. 	 -	_,)		Ţ <u>-</u>	
4. Responds to diverse community interest		Y_			
5. Creates and sustains a variety of opportunities for parent and community involvement in school activities.	- ^-	F -	7 ′ –		
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.	- 1-	_~ ~_~	7 _		_
	- K) -			_
STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.)			
Works within professional and ethical guidelines to accomplish school and Models					
 Models respect, understanding, sensitivity, and appreciation for all people. Adheres to local, state and federal requirements. 		- <u>-</u>			- -
STANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters success by interacting effectively with stakeholders and addressing their needs and concerns.					-
Demonstrates respect for others. Elicits and responds to feelings, peeds, correspond					
2. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. 3. Communicates effectively with especials.		·	·		
3. Communicates effectively with stakeholders to support school and district					

 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. 	SE —	Level EE 	of Per ME	forma NI —	nce 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.					
staff development activities that promote the achievement of district goals and					
 Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development. Encourages staff to set goals for professional growth. 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.	 -		<u> </u>	_ · χ	_ J
 Develops and implements an appropriate plan for self 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 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.	- -	-'Ú) -		
 Analyzes data to identify opportunities for improvement. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets. Visits classrooms regularly for purpose of supervising instruction. Holds self and staff accountable for improving student achievement. 	 		 		

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

E EE ME NI U Comments and/or Recommended Improvement			>	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
General Performance Characteristics - Functional Qualities SE 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.)

Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and

Met

Not Met

OBJECTIVE AND COMPLETION DATE: Foster improvement toward student achievement targets (see attached) COMMENTS: 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 deversity and buildings

strangth

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING		
Signature ? Allingulation	Date	109
Signature Ackie Pronounce A Reviewer (As Applicable)	Date	
Signature The Employee	Date	<u> </u>
The employee's signature above indicates the evaluation has been revagreement.	riewed with him/her. It	does not indicate
SECTION IV: OVERALL RATING		
SE EE ME	NI	U
Y		
JUSTIFICATION: (Must be provided for NI or U) Amanda is a talented lead Areas of growth include	der. hering	
- strength.	lding Cort	teut
Student achievement for	usisp	ssential.
in her 5chool.	serb-cli	nate
Signature Vallue Mundale Evaluator	Date 8,23,	10
Signature Reviewer (As Applicable)	_Date <u>8-24-1</u>	0
Signature Manda Wal	Date <u>8</u> 24-10	
CITIPIO V CC		

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 2009-30/6 -2010/2011-School Year

Principal Name	Standard One	Standard Two	Standard Three	Standard Four	Standard Five
	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
Flizaheth O'Nan))))	
	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 (MÊ) NI U	SE EE (ME) NI U	SE EE ME NI U
))	

pms trave Halland does a great job per amanda

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

School Dashboard Beaufort County School District

School Principal

Elizabeth O'Nan

minority achievement sit training perhaps

180th Day Enrollment Hilton Head Island High School 1136 10 10

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2010-2011 2009-2010

1127

27	2009-2010

010-2011	009-2010	C managed and and
39	27	2000

0-2011
Co

Suspe	Suspensions
2009-2010	189
2010-2011	230

	Emerging	2009-2010
--	----------	-----------

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

Expulsions

0 4

2010-2011 2009-2010

Average Daily Attendance

1069.33

1120.38

2010-2011 2009-2010

1163.16

2010-2011 2009-2010

1203.50

Average Daily Membership

Requested School Out of Zone

47 48

Behavior Managemer Specialist Referrals	or Management alist Referrals	Right Choices
2009-2010	298	2009-2010
2010-2011	260	2010-2011

2010-2011 2009-2010

Homebound

26 25

23	6	Placements	
	ě	nts	



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Overall Absence Analysis 8/2/09 - 6/15/10

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	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	
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-ILLINESS	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

0.0%
49.7%
10.3%
6.8%
0.0%
1.7%
0.6%
1.5%
1.2%
0.4%
24.2%
1.5%

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Overall Absence Analysis 8/2/09 - 6/15/10

Page: 2

HILTON HEAD HIGH (96) (continued)

0.0%
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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

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2. Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision.					
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	L	.evel (of Perf	ormar	nce
	SE	EE	ME	NI	U
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needs, and local, state, and federal requirements.			****		
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2. Involves parents, students, and the community in efforts to create and maintain					
a positive environment.					
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and intellectual growth for students.					
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and concerns.					
4. Dturker vacancet for others					
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build mutual understanding.					
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goal s.					

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	SE	EE	ME	NI	U
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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.)

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1. Goal: To improve student achievement	morovement ratings and meeting AVP
Goal	impro
.	

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

Not Met

Met

COMMENTS:

Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully. 5.

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

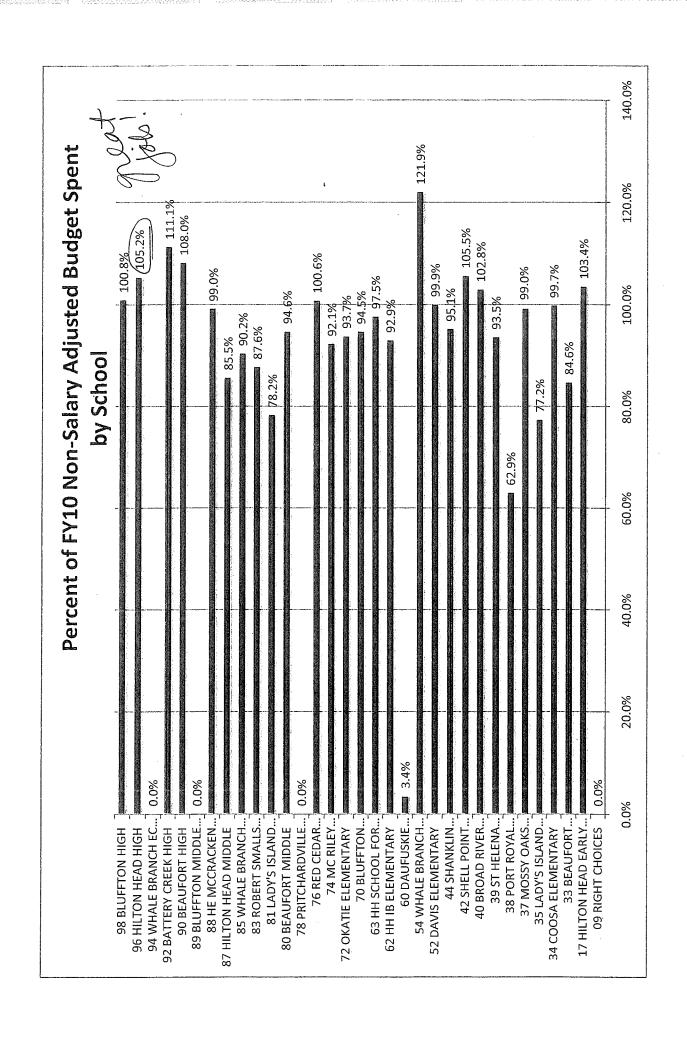
PLANNING				
Signature		estale	Date8 · 24.10	
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The employee's signate agreement.	ure above indicates the	evaluation has been rev	iewed with him/her. It o	does not indicate
SECTION IV: OVERAL	L RATING			
SE	EE	ME	NI	U
JUSTIFICATION: (Mus	st be provided for NI or	U)		
Signature	Evaluator		Date	
Signature	Reviewer (As Applicable	a)	Date	

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

Date

Employee

Signature_



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

national level c) Establish standard comparison (between the students in Beaufort County and the performance of students at the state and 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	ng 1st Time	State	Met Goal
ELA	89.5		
Math	84.9		
Both	80.5		
Objectives met	et =		

LHSAP % Passing	Passing	State	Met Goal
2010			
Objectives met	et =		

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

LHSAP % Passing	Passing	Goal	Met Goal
2010		91.0	
Objectives met	et=		

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Total HSAP Objectives Met =	The second secon

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 =	et =		

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	ou
U. S. History	38.9	72.4	ou
Objectives met =	et =		2

2 of 8	
Total EOC 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.

CompositeDistrictStateMet Goal23.220.0yesObjectives met =1	ACT			
20.0	Composite	District	State	Met Goal
Objectives met = 1	23.2		20.0	yes
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SAT Composite	District	State	Met Goal
Objectives met =	=1e		

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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.

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Graduation			
Rate	2009	2010	Met Goal
	72.7	72.7	ОÜ
Objectives met =	=16		0

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

Graduation Rate	District	Goal	Met Goal
72.7	69.1	80.0%	1,000
Objectives met	et=		0

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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%.

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

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2010	446			2010		
2009	414	it=		2009	230	H H
Taken		Objectives met =	IB Tests	Taken		Ohiertives met =

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,	47	43	no
Objectives met			0

IB % Passing	2009	2010	Met Expectation
	78		
Objectives met =			

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Hilton Head Island High

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Rate (20%)	5	9.0.0	94.7%	84.0%	less	
First-attempt	93.0% or	83.0%-	63 10%	70° 62	15	
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gui	School at Risk	2.31 or below
Absolute Rat	Below	2.32-2.64
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Range	Excellent	3.40 and above
Year		2010 and beyond

Human Resources Review: 2009-2010

School: Hilton Head High

Principal: Elizabeth O'Nan

	Comments					
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Completion of Safe School Training	Work Comp Claims Reported within 3 days
Safety	

000	12	Yes
Number of School -based Mentors	Number of SAFE-T trained Evaluators	SAFE-T Trained Evaluator
H.	Support	

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Yes	24/25
GBE Evaluations completed / submitted	Classified Evaluations completed/submitted
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	Number of Approved Volunteers	
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Attendance/Sub Report: See Attached

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Excellent E
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Below Average B
At-Risk U

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN **SOUTH CAROLINA**

Academic School Year: 2010-11

District: Blanta

Name of School: HHH HLAND

Name of Principal amanda Ohaw

Name of Evaluator TOllie Alle Position_

Professional Development (GBE) Goals for O'Nan

2010-2011

<u>Goal</u>: 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.
- 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

uation rate "Develop goals uation rate "Dealing with parents" Iteracy Technology IB Numeracy Aumeracy Testing season Testing season	Month	Faculty meetings (1st Wed)	Department mtgs (2 nd Wed)	Padershin Team (1st and 3rd Monday) (Other
berBest Practices"Dealing with parents"emberBest PracticesLiteracyemberTechnology follow up with Bill ShetskyLiteracyemberBest PracticesTechnologyaryESOLIBaryESOLIBBest PracticesNumeracyspeaker/incentivesBest PracticeschELDABest PracticesData UniversityHSAPTesting seasonBest PracticesTesting seasonIB and APBest Practices	September	ESOL	Develop goals	Sentember 12th-Bill Shetsky. Technology poods for the
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ary ESOL IB Best Practices IB Best Practices uary Motivational Numeracy speaker/incentives Best Practices the ELDA Data University Best Practices HSAP Testing season Best Practices IB and AP Best Practices		Best Practices		
ary ESOL Best Practices uary Motivational Numeracy speaker/incentives Best Practices th ELDA Best Practices HSAP HSAP Best Practices IB and AP Best Practices Best Practices	December	Best Practices	Technology	Alternative school review/iron out the kinks
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Best Practices IB and AP Best Practices	April	HSAP	Testing season	Student Life
IB and AP Best Practices		Best Practices		
	May	IB and AP		Set theme for next year/wran un
		Best Practices		

Other:

IB Meetings every third Wednesday

developed FDr. Howard to Amanda Hilton Head Island High School of her goals for year

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

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

udont Invelven	01.1	
udent involvement	Clubs, athletics	36 athletic teams, club
		such as Interact, NHS
		community service,
		Connections,
		Expectations Team
udent Leadership	Safety patrols,	Ambassadors, SGA,
	academic teams, school	students with HSL
	TB show, Academic fair	program, peer tutoring,
		Strive
udent Creativity	Art gallery, school-wide	Parade, talent show, art
	events	gallery, student
		productions, pep rallies,
		rock the nest, American
		Pie
fety	Creating a health peer	Drug searches, STO, Red
	climate among student,	Ribbon Week, Lobby
	drug free	Guard
mmunity	Red Carpet, school	PTSO, SIC, POA's, Male
olvement	website, teacher	Call, Booster Clubs,
	websites, phone calls	Rotary
vice Learning		Interact, Community
	olvement	udent Leadership Safety patrols, academic teams, school TB show, Academic fair udent Creativity Art gallery, school-wide events fety Creating a health peer climate among student, drug free mmunity rolvement Red Carpet, school website, teacher websites, phone calls

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 School Safety	Outdoor area, sidewalks, arrival/dismissal areas, traffic patterns	Handicap door handles, seating for handicap at stadium in VPAC Lobby guard, hall monitors, magnetic door, emergency manual, cameras, SRO's severe weather, fire drill, drug searches.

PRINCIPAL PROFESSIONAL DEVELOPMENT PLAN

GOAL #1:

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70 4 7 7	TO ACCOMPLISH MY GOAL?	PROGRESS-HOW WILL I <u>MEASURE</u> PROGRESS? BY WHAT <u>DATE</u> WILL THIS GOAL BE COMPLETED?	OBSTACLES-WHAT OBSTACLES WILL I OVERCOME TO ACHIEVE MY GOAL?	4. SUPPORTERS-WHO CAN HELP ME TO ACHIEVE MY GOAL? WHOM DO! NEED TO INVOLVE TO ACHIEVE "BUY-IN"?	5. REWARDS-WHAT WILL I SAY OR DO WHEN I EXPERIENCE SUCCESS?	RESOURCES-WHAT INTER RESOURCES WILL I USE?	RESULTS-WHAT WILL BE ACCOMPLISHED FROM MY GOAL?	
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results and/or school/district needs:	OAL #2 Assessment Results Principal Summative Evaluation School Renewal Plan District Strategic Plan	EVALUATOR'S SIGNATURE	EVALUATOR'S SIGNATURE Today's date:	EVALUATOR'S SIGNATURE Today's date:	EVALUATOR'S SIGNATURE Today's date:	PAGE FOUR
Check the appropriate box that best relates your specific GOAL to evaluation results and/or school/district needs:	GOAL #2 Assess Assess Assess Assess Asses Asses Asses Assess Asses Asses	PRINCIPAL'S SIGNATURE	PRINCIPAL'S SIGNATURE Today's date:	PRINCIPAL'S SIGNATURE Today's date:	PRINCIPAL'S SIGNATURE Today's date:	
Check the appropriate box	GOAL #1 Assessment Results Principal Summative Evaluation School Renewal Plan District Strategic Plan	MONITORING STAGES	IMPLEMENTATION (Pre-Conference)	FEEDBACK (Mid-Year Conference)	END-OF-THE-YEAR	COMMENTS:



September 25, 2009

Amanda O'Nan Hilton Head Island High 70 Wilborn Road

Hilton Head Island, SC 29928

Dear Ms. O'Nan,

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 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					
STANDARD ONE: VISION An educational leader fosters success by facilitating	L SE	evel o	of Perf ME	ormai NI	nce U
vision of learning that reflects excellence and equity and is reflective of the district's vision for excellence		SEE	ΑΤΤΑ	CHEC)
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.					
 Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision. 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 the plan.					
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.					
Sets and communicates high standards for curricular and instructional quality and student achievement. Demonstrates proficiency in the communication and instructional quality.					
 Demonstrates proficiency in analyzing research and assessment data. 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. 				 .	
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.				_	
 Seeks and allocates resources to achieve district goals. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 					
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	L	evel c	of Per	forma	ance
3. Screens, recommends, and assigns staff in a timely manner based on district	SE	EE	ME	NI	Į
needs, and local, state, and federal requirements.					
To Manages the supervision and evaluation of staff in account					
and federal requirements. 5. Implements, evaluates, and reference.					
 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.					
environment.					
STANDARD FOUR: CLIMATE An educational loader forty					
advocating, nurturing, and sustaining a positive work climate.					
 Initiates and maintains strategies to promote collegiality and collaboration 					
among staff.					
Involves parents, students, and the community in efforts to create and maintain a positive environment.					
3. Establishes and supervises programs that promote and its					
and intellectual growth for students.	_				
to local, state and federal requirements. Manual Manual State and Federal requirements.					
Manages conflict and crisis situations in an effect.					
. Deals with student misconduct in a prompt and effective manner.					
eader fosters success by collaborating effectively with stakeholders. I. Develops an effective and interactive communications plan and public relations program. I. Participates in school and community activities.			 .		
· IIIVOIVES STATT, parents, community, and attack in	 .				
problem solving, and decision making for improvement. Responds to diverse community interests and needs. Creator and such in the students in needs assessments,					
. Creates and sustains a variety of opportunities for parent and community involvement in school activities					
involvement in school activities.					
Collaborates with staff to develop effective strategies for parents and the community to support learning.					
				·	
TANDARD SIX: ETHICAL BELIAVIOR					
TANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by emonstrating integrity, fairness, and ethical behavior.					
. Works within professional and ethical guidelines to accomplish school and					
. Models respect, understanding, sensitivity, and appreciation for all people.				<u> </u>	
Adheres to local, state and federal requirements.					
CANDARD SEVEN: INTERPERSONAL SKILLS An educational leader fosters ccess by interacting effectively with stakeholders and addressing their needs d concerns.					
. 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 achorded in the communicates and achorded in the communicates are supported in the communicates and achorded in the communicates are supported in the communicates and achorded in the communicates are supported in the communicates are supported in the communicates and achorded in the communicates are supported in the communic				<u>-</u> _	
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		Level	of Per	forma	nce
 Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. 	SE —	EE	ME	NI —	U
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					
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.					
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STANDARD TEN: STUDENT ACHIEVEMENT: An educational leader utilizes all available resources to focus on improving student achievement.					
 Analyzes data to identify opportunities for improvement. 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.				<u> </u>	

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

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General Performance Characteristics - Functional Qualities 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

Met

Not Met

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

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

Goal: Works well with the district leadership team. က

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING		
Signature		
	Evaluator	Date
Signature		
	Reviewer (As Applicable)	Date
Signature	, , , , , , , , , , , , , , , , , , ,	
	Employee	Date
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The employee's agreement.	signature above indicates the evaluation ha	as been reviewed with him/her. It does not inc
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	Evaluator	July 107
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And	Reviewer (As Applicable)	
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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

	The second secon	11.00	The second secon	4.5	
	Vision	Leadership	Effective Management	Climate	School & Community Relations
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	Ethical Behavior	Interpersonal Skills	Staff Development	Self Professional Development	Student Achievement
	SE EE ME NI U	SE EE MAE NI U	SE EE ME NIU SE EE MINU	SE EE ME NI U	SE EE ME NI U
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Stip acting as an island

Beaufort County School District School Dashboard

School Principal

Hilton Head Island High School

Elizabeth O'Nan



0 8 8

	T	
Ollment		89
SPED Enroll	2007-2008	2008-2009

Hearings	42	66
Disciplinary	2007-2008	5008-5009

Alternative School Placements	12	2.
Alternati Place	2007-2008	9008-9009

lsions	4	1
Expu	2007-2008	2008-2009

Daily rship	1178.494	1141.956	Daily ance	1141.539
Average Daily Membership	2007-2008	2008-2009	Average Daily Attendance	2007-2008

T Referrals	800	81 60
SI	2007-20	2008-200

1107.528

2008-2009

Out of Zone

omebound	19	11
Hon	2007-2008	2008-2009

2007-2008	0
908-2009	0

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

or ED Enrollment	8 99	68	504 Plans	15	17	SIT Referrals	15	81	Homebound	
OFED	2007-2008	2008-2009	50	2007-2008	2008-2009	SIT	2007-2008	2008-2009	Hom	0000 4000

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

Page: 1

Reason (Unit in Partial Days)	Sun	14						
01-PERSONAL ILLNESS				e Wed	Thu	Fri	Sat	Tota
02-FAMILY ILLNESS	19.0			112.5	104.5	212.0	19.0	
03-BEREAVEMENT/5 DAYS	0.0	- 110		21.0		17.0		671.0
04-BEREAVEMENT/3 DAYS	0.0		1,0	3.0		4.0	0.0	90.
05-PERSONAL LEAVE	1.0	7.10	2.0	4.0	3.0	5.0	0.0	14.0
06-JURY DUTY/LEGAL LEAVE	0.0		3.0	0.0	1.0	2.0	1.0	20.0
07-PROF. LEAVE/SCHOOL BUS	0.0	1.0	1.0	0.0	0.0	0.0	0.0	7.0
08-LWOP/NOT REO./NOT APPR	0.0	16.0	18.0	30.5	26.5	62.5	0.0	2.0
09-VACANT POSITION	0.0	1.0	0.0	0.0	0.0	0.0	0.0	153.5
10-MILITARY LEAVE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
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
Administrative leave	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0
C01-EMERGENCY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0
C02-ILLINESS	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	0.0	0.0	0.0
R01-DECLINE	0.0	0.0	0.0	0.0		1.0	0.0	9.0
R02-SCHEDULED APPOINTMENT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RO3-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
and a south	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals:	20.0				0.0	0.0	0.0	0.0
Percentage by Day	20.0	148.5	145.5	173.0	159.5	303.5	20.0	970.0
Sunday								
Monday		2.1%						
Tuesday		5.3%						
Wednesday	1.5	5.0%						
Thursday	17	7.8%						
Friday	_ 16	.4%						
Saturday	→ 31	.3%						
		.1%						
Percentage by Reason								
1-PERSONAL ILLNESS		22.0						
2-FAMILY ILLNESS		.2%						-
3-BEREAVEMENT/5 DAYS		3%						
4-BEREAVEMENT/3 DAYS		4%						
5-PERSONAL LEAVE		1%						
5-JURY DUTY/LEGAL LEAVE		7%						
-PROF. LEAVE/SCHOOL BUS		2%						
-LWOP/NOT REO./NOT APPR	15.8							
-VACANT POSITION		1%						
-MILITARY LEAVE								
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ministrative leave								
D-MILITARY LEAVE -ANNUAL VACATION P-RELIGIOUS LEAVE dministrative leave	0.0 0.0 0.0 0.2 0.0)%)% % %						

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

Page: 2

HILTON HEAD HIGH (96) (continued)

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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	SE	-evel EE	of Perf ME	forma NI	nce U
vision of learning that reflects excellence and equity and is reflective of the		SEE	ATTA	CHE	D
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					
3. Communicates the department's vision, goals, plans, and priorities to staff, students, parents, and community. 4. Implements, evaluates and refines the department of the staff.			-		
 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.		_			
Sets and communicates high standards for curricular and instructional quality Demonstrates proficiency in the standards.					
 Demonstrates proficiency in analyzing research and assessment data. 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					
 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.					
 Seeks and allocates resources to achieve district goals. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 		 .			
-					

		Level	of Per	forma	ince
3. Screens, recommends, and assigns staff in a timely manner based on district needs, and local, state, and federal requirements.	SE	EE	ME	NI	U
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.					
 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.					
Establishes and enforces standards for appropriate student behavior according to local, state and federal requirements. Manages conflict and gricin situation.					
 Manages conflict and crisis situations in an effective and timely manner. 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.					
 Develops an effective and interactive communications plan and public relations program. 					
 Participates in school and community activities. Involves staff, parents, community, and students in needs assessments, problem solving, and decision making for inc. 					
4. Responds to diverse community interests and and analysis.			 .		
 5. Creates and sustains a variety of opportunities for parent and community involvement in school activities. 6. Collaborates with staff to develop (6) 					
6. Collaborates with staff to develop effective strategies for parents and the community to support learning.					
STANDARD SIX. ETHICAL DELLANGE	-				
STANDARD SIX: ETHICAL BEHAVIOR An educational leader fosters success by demonstrating integrity, fairness, and ethical behavior.					
Works within professional and ethical guidelines to accomplish school and district goals.					
 Models respect, understanding, sensitivity, and appreciation for all people. 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.			_		·
Demonstrates respect for others. Elicits and responds to feelings people.					
Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. Communicates effectively with states at the second se					
 Communicates effectively with stakeholders to support school and district 	 	 -			

		Level	of Per	forma	ance
 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. 	SE —	EE —	ME 	NI —	<u> </u>
OTANDA					
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.					
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 Uses data related to the achievement of district and school goals and staff growth as the basis for evaluating the success of staff development. Encourages staff to set goals for professional growth. 					
 Shares effective teaching strategies and uses coaching skills to encourage professional growth. 					<u>·</u>
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 Establishes and maintains a professional network with other administrators. Complies with district and state professional development requirements. Participates in staff development activities in order to understand the complex role of the position as relates to district goals. 					
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 Analyzes data to identify opportunities for improvement. Collaborates with staff to focus attention on improving student achievement and meeting achievement targets. 					
and meeting achievement targets. 3. Visits classrooms regularly for purpose of supervising instruction. 4. Holds self and staff accountable for improving student achievement.	<u> </u>				
achievement.				 .	

SECTION II: GENERAL PERFORMANCE CHARACTERISTICS

nctional Qualities SE EE ME NI U Comments and/or Recommended Improvement						
General Performance Characteristics - Functional Qualities 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:

Goal: To improve student achievement, with an overall goal of achieving EOC rating of excellent on absolute and

Met

Not Met

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

COMMENTS:

Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully. 3

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING				
Signature	71110 Evaluator	sdal	Date	109
Signature	Jackie From	vuu	Date	/ _
Signature	Reviewer (As Applic YOUNGLA (Employee	cable))°(
The employee's signa agreement.	ature above indicates t	he evaluation has been rev	viewed with him/her. It	does not indicate
SECTION IV: OVERA	LL RATING			
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JUSTIFICATION: (Mu	st be provided for NI o	or U)		
	st be provided for NI o	or U)		
		or U)	Date	
gnature		or U)	Date	
ignature_	Evaluator			
gnature_			Date	

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 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
- Meet with department heads to receive input concerning staff development needs.
- Determine whether book studies, Professional Learning Communities, or teacher-topicspecific 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
- 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.

*Amoinda OVa Principal

Musdale

4,23,09

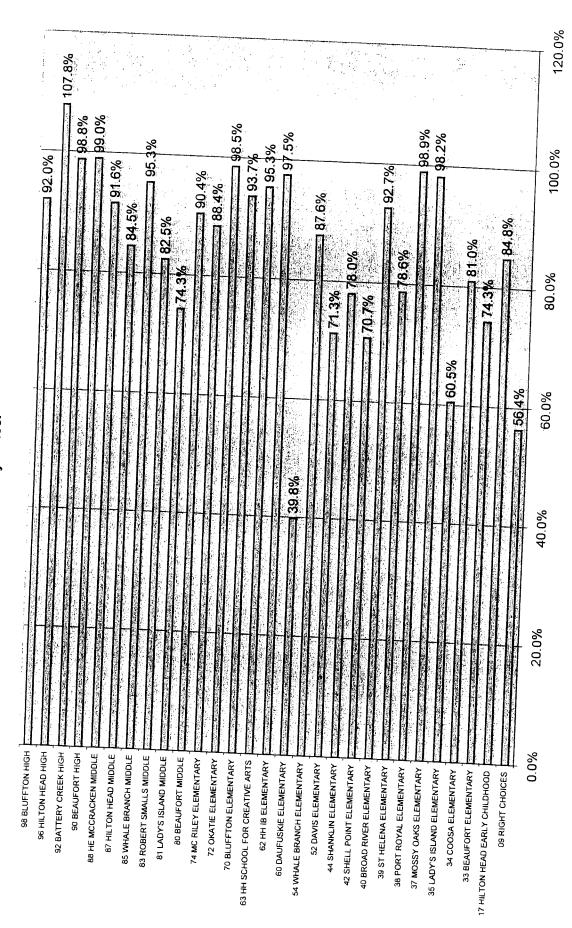
Professional Development for HHIHS

Leadership Team (1 st and 3 rd Monday)/Other September 12 th -Bill Shetsky- Technolofy needs for the	classroom Data Training (Ms Park)	Data training (Ms Park) MYP training for teachers		Alternative school review/iron out the kinks	Professional Learning Communities	Task Force on ACT and SAT		EOC crash course	Student Life	Set theme for next wear/wind	dn dball wigh db
Department mtgs (2 nd Wed) Develop goals	"Dealing with parents"	Hiteracy Rasay warney	T11	lecnnology IB	2	Numeracy		Data University	Testing season		
Faculty meetings (1st Wed) ESOL Best Practices	9GR and graduation rate Best Practices	lechnology follow up with Bill Shetsky Best Practices	Best Practices	ESOL	Best Practices	Motivational speaker/incentives	Best Practices	Best Practices	ices	IB and AP Best Practices	
Month September	October		December	January		rebruary	March	April	The state of the s	ÁPIAI	

Other:

IB Meetings every third Wednesday

Percent of FY09 Non-Salary Budget Spent by School



AP Results 2008-09

			% Passing	100%	100%		440/	0/ 11 /0	30%	23%	40%		15%	767	730/	800	2000	74%	%0	100%	100%	75%	52%	26%	77%	28%		%09		100%		20%	45%	45%
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	Beaufort High School					İ		-					24							0			7			0								
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SEARCH



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- Students
- Educators

Home » Topics » Assessment » Scores » NCLB AYP » 2008 » Hilton Head High

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

Summary

Objective (s) Met	Objective (s) Not Met	Objectives	Financo	Student Performance	Percent Tested	Graduation or Attendance Rate	АҮР
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

English Language A		r % d Tested	% Tested 3yr Weighted Avg	Number Included	r % I Belov Basid	% w Basi e	% c Pro	% f Ad	v 1 Ac	ij / of P v A	Adj % Prof / & F	Adj Prof & Adv	Opt 3 % Prof & Adv Inc Needed	% Prof	Perf Index	Opt 5 Perf Index Inc Needed	Inc	% % Att Gra	d Obj	% Tested Met?
ALL STUDENTS Male ** Female ** White African-American Asian/Pacific Is. Hispanic Am. Indian/Alaskan Disabled	270 139 131 165 47 2 54	99.6 100 99.2 100 100	95.9 95.1 96.6 97:2 93.3	260 134 126 159 45 2 52		27.6	26.7	29.1 40.5 51.6 8.9	70.1 73 89.3 51.1	73 88 43	68 7; i.5 76 i.6 90 .9 54	1.1 5.6 0.6 1.5	2.6 2.9 2.3 0.9 4.6	-2.4 -1 -3.6 -1.3 -3.4	90.7 89.2 92.3 96.5 85.6	1.1 1.3 1 0.3 1.8	-1.6 -1.9 -1 -1.2 -1.7	72.2 68.5 75.9 79.5 56.4 65.9	N/A	Yes N/A N/A Yes Yes I/S Yes
Not Disabled ** Migrant ** Non-migrant ** Limited Eng. Prof. Non-LEP ** Subsidized Meals Full-Pay Meals **	28 242 270 35 235 69 201	99.6 99.6 97.1 100 98.6 100	93.2 96.2 95.9 91.7 96.5 94.7 96.7	233 260 33 227	8.2 10 33.3 6.6 18.8	48.1 1 24.9 2 27.3 2 48.5 1 24.2 46.9 2 20.9 2	29.2 3 88.1 3 5.2 30 39 6.6	7.8 1 4.6 7 3 2 9.2 7 7.8 4	75.5 71.5 24.2 8.4 2.2	75 70.8 21.3 77.9 41.6	3 73.9 3 35.4 9 81.9 1 45.6	6 9 4 9	6.5	-3.1 -2.4 11.2 -3.5 -3.4 8	76.9 92.3 90.7 73.5 93.2 81.6 93.6	3 0.7 2.5	-3.5 -1.3 -1.6 -5.3 -1.8 -1.1 -2.4	72.2 50 73.9 52.4	N/A I/S N/A No	I/S I/S N/A N/A N/A V/S N/A Yes
ALL STUDENTS Male **	270 139	99.6 100	95.6 95.1	260 I 134 I	4.2 2 2.7 3	8.5 29 2.1 29	9.6 27 9.1 26	.7 68 .1 67	3.5 <i>6</i> 7.2 6	52.6 4.4	59,9 65,7				89 89		2.5 0.7	72.2 68.5 N		Yes √A

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

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

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

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

Elem. & M Schools	iddle	High So	chools	Distric	t/State
ELA	Math	ELA	Math	ELA	Math
58.8	57.8	52.3	50.0	45.8	1VIath

Performance Option 4

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

Elem. & M Schools	iddle	High So	chools	District	
ELA	Math	ELA	Math	ELA	134.42
78.8	79.0	86.8	82.0	86.2	Math
			02.0	00.2	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

1/	_	English/	Langua	age Art	S				**						
Year	Grade	Number Enrolled	% Tested	%	%	% D==6=1	%	0/ Dun#	Mathem: Number	atics %	%	%			
2008	HS	269	100	Basic 10			Advanced	and Adv.	Enrolled	Tested	-		% Proficient	% Advanced	% Prof. and
			100	10	27.3	28.1	34.6	62.7	269	100	14.2	28.5	29.6	27.7	Adv. 57.3

Hilton Head High - 2008 State Report Card - No Child Left Behind - Adequate Yearly Pr... Page 3 of 3

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			Change 2	.008 - 2009		
School		ressed	Stayed	the Same	* *******	ressed
Battery Creek High	Count	Row N %	Count	Row N %	Count	
Beaufort Elem	1		12			Row N 9
Beaufort High	0		4			+
Beaufort Middle	1	8.30%	7			7 0.50
Bluffton Elem	0	0.0070	7	58.30%	<u> </u>	33.30
Bluffton High	20	8.60%	92	39.50%		
Broad River Elem	22	14.20%	83	53.50%	50	
Coosa Elem	2	16.70%	7	58.30%	30	32.30
H. E. McCracken Middle	3	42.90%	2	28.60%	2	
Hilton Head Early Childhood	56	21.50%	129	49.60%	75	28.609
Hilton Head High	0	0.00%	2	33.30%	75	28.809
Hilton Head International Bac	19	12.80%	72	48.30%	58	66.709
Hilton Head Middle	37	15.50%	57	23.90%	144	38.909
Hilton Head School For Creativ	25	11.00%	127	55.90%	75	60.509
oseph S Shanklin Elem	46	19.40%	80	33.80%	111	33.00%
ady's Island Middle	6	24.00%	6	24.00%	13	46.80%
adys Island Elem	3	30.00%	6	60.00%		52.00%
Michael C. Riley Elem	4	19.00%	8	38.10%	1 9	10.00%
Mossy Oaks Elem	31	16.60%	58	31.00%	98	42.90%
katie Elem	4	25.00%	5	31.20%	7	52.40%
ort Royal Elem	30	24.20%	32	25.80%	62	43.80%
obert Smalls Middle	3	20.00%	5	33.30%	7	50.00%
nell Point Elem	5	21.70%	8	34.80%	10	46.70%
Helena Elem	0	0.00%	8	36.40%	14	43.50%
hale Branch Elem	1	10.00%	5	50.00%	4	63.60%
hale Branch Middle	0	0.00%	0	0.00%		40.00%
	1	50.00%	0	0.00%	1	100.00%
aufort County School District						50.00%
- Sancy School District	320	15.70%	822	40.20%	901	44.10%

SCHOOL NAME BEAUFORT ELEMENTARY BROAD RIVER ELEMENTARY BLUFFTON ELEMENTARY COOSA ELEMENTARY

HILTON HEAD ISLAND SCHOOL FOR CREATIVE ARTS JAMES J DAVIS ELEMENTARY DAUFUSKIE ISLAND ELEMENTARY HILTON HEAD ISLAND IB 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

H E MCCRACKEN MIDDLE HILTON HEAD ISLAND MIDDLE LADY'S ISLAND MIDDLE ROBERT SMALLS MIDDLE WHALE BRANCH MIDDLE BEAUFORT MIDDLE

BLUFFTON HIGH SCHOOL HILTON HEAD ISLAND HIGH BATTERY CREEK HIGH BEAUFORT HIGH

	Absolute Rating	ting
2006		2000
Below Average	Below	Relow Assessment
Average		Delow Average
Average	Average	. Average
2000	Average	Average
2000	Good	Good
D005	Below Average	Below Average
Average	Average	Average
Below Average	Below Average	Average
Below Average	Below Average	At-Rick
Average	Below Average	Below Average
D005	Average	Average
Average	Average	Average
0005	Good	Good
Average	Average	Average
Below Average	Average	Average
Good	Average	Average
At-Risk	At-Risk	At Diel.
At-Risk	At-Risk	At Di-1
		AL-KISK
Assessed		
Avelage D.	Average	Average
Below Average	Below Average	Below Average
Average	Below Average	Below Average
Below Average		Below Average
Below Average	Γ	Below Average
At-Risk	Τ	At-Risk
Below Average	Γ	Average
Average	Γ	Average
N/A	Γ	Average
Average	Г	ogno
		Average

	T	7	Т	_	Т	_	Т	_	_	_	Т-	_																4
ating	2008	Good	Good	Below Average	Below Average	At-Risk	Below Average	Good	At-Risk	Average	Below Average	Good	Good	At-Risk	Below Average	Average	At-Risk	Good	Below Average	Average	Average	Below Average	At-Risk	Below Average	Excellent	Excellent	Good	Excellent
Improvement Rating	2007	Below Average	Good	Good	Below Average	At-Risk	Below Average	Good	Average	Good	Below Average	Good	Good	Below Average	At-Risk	Good	At-Risk	At-Risk	Good	At-Risk				Below Average B	At-Risk E	At-Risk	N/AV	ادا
	2006	Good	Good	At-Risk	Good	At-Risk	Below Average	Below Average	At-Risk	Good	Good	Below Average	Ciood	Average	Below Average	Below Average	At-Risk	At-Risk	At-Risk	At-Risk	Below Average	Af-Kisk	At-Kisk	Below Average	At-Risk	isk		Good

· Cn

			Met Goal		がある。		202					
			State		2008		80.8					
5	HSAP & Paccing 1ct	Total Samuel	шe	*000	2003	3						_
A	HSAP & C	٧		2000	9	2.2						
i	建筑地域	Mar Gos				90		NO	2			
loo		State		2008		/9.1	0 37		72.1	ľ	٦/a	
igh Sch	End of Course	% Passing	200	2003		4.1.4	73.8	2	72.8	3	90.00	
sland H	End of	% Pa	2008	3	75.2	3	74.0		8.8			
Hilton Head Island High School		lest			Algebra I		English I	Physical Sciones	ייייים פתבוורה	J. S. History		

National Met Goal 2009	1509 Yes
State 2009	1452
mposi 20	1481 1508
National Met Goal	
State 2009 19.8	
ACT Composite 2008 2009 22.0 22.9	

Met	National Expertation		7008	28	ON OC		
	State	9000	2000	57			
	Ar % Passing	2008	+	53 47		1	֚֓֝֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜
Sain/	2000	5007	- CONTRACTOR - COLD	CT OTT			
AP Tests Taken	2008	2007	395				

) • •°

~ √

		Wet	National Expectation		7008	70	(3)	
		-	orare	2000	2002	67		
?		IB % Paccing	91116	2009		72		4
		18%		2008		52.7		•
	Gain/	Loss		でのことが		7		
		ea.	0000	4003	100	1001		,
		IB Tests Taken	3000	2002	167			

/3/	State Gain/ Loce	2008	95.8
+20	Average Attendance Rate	*6002 8002	94.1 97
+	Gain/ Loss	2008	/4.9
Y		73 5	

^{*} 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

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.

	NOW 0 NOW NOOO
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23. 38 8 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
	2 8 9 2 8 2 8 2 5
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	Historia and annotation

Beaufort County School District 02/16/09-0701 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 Good Average Below Average At-Risk 2 12 3 0 * Ratings are calculated with data available by September 30. Palmetto Achievement Challenge Tests (PACT) English/Language Arts Mathematics 13.8% 17.4% ₹ 5.8% ■ 6.5% Advanced Proficient Basic Below Basic 60% 80% 100% 80% 60% 100% Science Social Studies 14.6% 21.1% Advanced Proficient Basic Below Basic 20% 40% 60% 80% 100% 20% 60% 80% 100% 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 Met expectations, Well prepared to work at next grade level Proficient Met standards, Minimally prepared, can go to next grade level Basic Did not meet standards, must have an academic assistance plan, the local board policy determines progress Below Basic to the next grade level High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student **Districts with Students Our District** Like Ours TO THE WORLD STORY OF THE STORY रेक वाह्यते संदर्भका 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

principals principals principals principals

Miscussion"/ allian Edeford gRos Pivhite, Charges, vancesdale 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 toware 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, HEAD scores needed to increase werage rating - improve find ho shows ~ Delingiline --Silve Close ach Hap -Red Carpet V Raching to 90 mindlock - helbhele Electure 46 minuse Muster teacherprogram (NBPTS) mentars TWistordinator > do not euer athletes name Its Coordylufore approval> + go to training joing awound Personnel NJ HR gridence

Improvement Plan

2009-2010

Area of Accountability	Current status	Plan to improve
1st time testers with HSAP	81.8 Proficient	1. H week
		(Week prior to HSAP we will drop everything for those taking HSAP and work on ELA and math skills along with test taking skills)
		 Students with MAP scores lower than 220 are pulled for Connections weekly to address Tuesday and Thursday HSAP Study Hall Study Hours at ABC
		 b. 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
LHSAP	91.1	1. SPED and ESOL incorporate TCA HSAP component
-		
CAT/ACT		5. Pull students for lunch and test prep weekly
SAI/ACI	22/1481	1. Test prep during ELT using TCA in October
Graduation Rate	73.5%	Tower Score session for all registered for May testing date
		 vision awai procedures (Titlee lamily members and contact information) Data Specialist enter student information when student enrolls
		3. Maintain spreadsheet in students who withdrawal and follow up with schools
EOC		1. HS dept heads meet quarterly with MS dept heads in all subjects for articulation
Phy Science		2. Science Honor Society
ELA		3. Require Science Fair
Math		4. Science Club
		5. Gizmos for Science and Math
		6. EOC study hour after school
		7. Restructure of NGA



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

September 22, 2008

Ms. Elizabeth O'Nan Hilton Head High School

Dear Elizabeth, UMando

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 Truesdale Superintendent

c: Principal Evaluation File

Beaufort County School District School Dashboard

Principal School

Hilton Head Island High School

Elizabeth O'Nan





504 Plans	61	15
504	2008-2009	2009-2010

180th Day Enrollment

2009-2010 2010-2011	PBIS Imple Stat	010	111
		2009-20	2010-20

2009-2010	
2010-2011	Emerging

Disciplinary Hearings

SSS	I	0
Homeless	2008-2009	2009-2010

SIT Referrals

2008-2009

2009-2010

Choices Placements	0 600	9 010
Right	2008-20	2009-201

2008-2009	29
2009-2010	27
Suspe	Suspensions
2008-2009	224
2009-2010	189

2008-2009	0
2009-2010	0.1

Behavior Management Specialist Referrals	Specialist Referrals
6008-8008	278
2009-2010	86%

Average Dany Attendance	1
2008-2009	1107.53
2009-2010	1069.33

Requested School

2008-2009 2009-2010

Out of Zone

47 29

Our	2008-2009	2009-2010
punc	17	98
Homebound	6002	2010

Leaving School

Out of Zone

9/4/09 11:55 AM

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

Page: 1

HILTON HEAD HIGH (96)

Reason (Unit in Partial Days)	Sun	Mon	Tue	141				
3011-ANNUAL VACATION				10.35	Thu	Fri	Sat	Tot
3021-PERSONAL ILLNESS	0.0	0.0		0.0	0.0	0.0	0.0	0
3022-FAMILY ILLNESS	0.0	77.5		56.0		0,0	0.0	0
3023 MATERNITY	0.0	28.0	21.0	19.5				356
3024-FMLA	0.0	0.0	0.0	1.0		0.0	0.0	117.
3029 PERSONAL LEAVE	0.0	1.0	2.0	2.0		3.0	0.0	1.
3031 JURY DUTY/LEGAL LEAVE	0.0	0.0	0.0		1.0	1.0	0.0	11.
3041-BEREAVEMENT/3 DAYS	0.0	3.0	2.0	2.0	0.0		0.0	2.
3042-BEREAVEMENT/5 DAYS	0.0	2.0	2.0	2.0	4.0	1.0	0.0	8.
3061-RELIGIOUS LEAVE	0.0	1.0	1.0	2.0	2.0	3.0	0.0	13.
3071-PROF. LEAVE/SCHOOL BUS.	0.0	0.0	1.0	0.0		1.0	0.0	7.
3072 PROF. LEAVE/DISTRICT BUS.	0.0	24.0	35.5	39.0	1.0	0.0	0.0	2.
30911 WOP NOT BEG AVET A TEN	0.0	0.0	0.0	2.0	43.5	58.0	0.0	200.0
3091LWOP/NOT REQ./NOT APPR. 3101- MILITARY LEAVE	0.0	0.0	0.0	0.0	3.0	0.0	0.0	5.0
3261 Worker's Comp	0.0	0.0	0.0		0.0	0.0	0.0	0.0
3000 VACANT POST	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3999 VACANT POSITION ADEPT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0		0.0	0.0	0.0	0.0	0.0
Administrative leave	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
C01-EMERGENCY	0.0	0.0	1.0	0.0	1.0	1.0	0.0	4.0
C02-ILLINESS	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
KUI-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	
RU3-JURY DUTY/BEREAVEMENT		0.0	0.0	0.0	0.0	0.0	0.0	0.0
RU4-ASSIGNMENT ELSEWHERE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SII 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
	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		
Percentage by Day					174.0	217.0	0.0	726.5
Sunday								
Monday		.0%						
Tuesday		.9%						
Vednesday		1%						
hursday	17.	3%						
riday	19.	8%						
aturday	29.	9%						
	0.0	0%						
ercentage by Reason								
011-ANNUAL VACATION	0.0	20.4						
21-PERSONAL ILLNESS	0.0							
22-FAMILY ILLNESS	49.0	38.30						
23 MATERNITY	16.2							
24-FMLA	0.1	C. CA.						
29 PERSONAL LEAVE	1.5							
31 JURY DUTY/LEGAL LEAVE	0.3							
- CORT DUIT/I FUIAL LEAVE	4 4	0.4						
41-BEREAVEMENT/3 DAVE	1.1	%						
41-BEREAVEMENT/3 DAYS 42-BEREAVEMENT/5 DAYS	1.1° 1.8° 1.0°	%						

9/4/09 11:55 AM

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

Page: 2

HILTON HEAD HIGH (96) (continued)

Percentage by Reason (continued)		
3061-RELIGIOUS LEAVE 3071-PROF. LEAVE/SCHOOL BUS. 3072 PROF. LEAVE/DISTRICT BUS. 3091LWOP/NOT REO./NOT APPR	0.3% 27.5% 0.7%	
261 Worker's Comp	0.0% 0.0% 0.0%	
1999 VACANT POSITION ADEPT Administrative leave	0.0% 0.0%	
C01-EMERGENCY C02-ILLINESS	0.6% 0.0%	
EAVE WITHOUT PAY - APPROVED 01-DECLINE	0.0% 0.0%	
02-SCHEDULED APPOINTMENT 03-JURY DUTY/BEREAVEMENT	0.0% 0.0%	
104-ASSIGNMENT ELSEWHERE IT A Team Vorkman's Comp	0.0% 0.0%	
	0.0% 0.0%	

Students with IEP's Suspended for More Than 10 Days

-	Before Verification			After Verification			
School	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

	L	evel c	of Perf	ormar	nce
	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	ΑΤΤΑ	CHED)
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.					
 Collaborates with stakeholders to establish goals, develop a plan, and set priorities consistent with the vision. 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.					
 Demonstrates proficiency in analyzing research and assessment data. 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. 					
 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.					
 Seeks and allocates resources to achieve district goals. Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements. 					
			-		

	1	_evel o	of Perf	ormar	nce
3. Screens, recommends, and assigns staff in a timely manner based on district needs,	SE	EE	ME	NI	U
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 annuaturities for annuaturities.					
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.					
 Models respect, understanding, sensitivity, and appreciation for all people. 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.					
 Demonstrates respect for others. Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. 	<u>:</u>				
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.					

	l	_evel o	of Perf	ormar	ice
	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 osters 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.					
 Visits classrooms regularly for purpose of supervising instruction. 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.)

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

Not Met

Met

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

COMMENTS:

Goal: To seek qualified and diverse staff, especially in areas of critical need, and follow hiring procedures carefully. 7

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

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

OBJECTIVE AND COMPLETION DATE:

COMMENTS:

PLANNING		
Signature	Date	
Evaluator		
SignatureReviewer (As Applicable)	Date	
	Doto	
SignatureEmployee	Date	
The employee's signature above indicates the evaluation has been review agreement.	ved with him/her. It does	not indicate
SECTION IV: OVERALL RATING		U
SE EE ME	NI	U
JUSTIFICATION: (Must be provided for NI or U). Leaf first year All to continue Standard to A Quiniment.	as pri to forces tudent	ucipal!
Signature	Date	6 08
Signature Reviewer (As Applicable)	Date 9	18/08
Signature Employee Employee	Date	2 10 8

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

Hilton Head High

0701003

Beaufort

z	4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	z 23.53.53.53.53.53.53.53.53.53.53.53.53.53	
% DONT KNOW	7 + 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
% STRONGLY AGREE	81 82 82 82 82 82 82 83 84 85 85 85 85 85 85 85 85 85 85 85 85 85	% ACTIVITY NOT OFFERED 0.0 0.0 11.3 3.8 3.8 7.5 9.4	
% AGREE	63.0 63.0 66.0 66.0 66.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 63.0 64.4 65.0	% I DONT DO & I DONT DO & 1 DONT CARE TO 3.8 1.9. 9.4 17.0 22.6 26.9 30.2 22.6 1 DONT DO & DONT CARE TO CARE TO	
% DISAGREE	1.1. 1.1.	% I DONT DO BUT WOULD LIKE TO 17.0 28.3 45.3 45.3 60.4 34.6 35.8 1 DONT DO BUT WOULD LIKE TO	
% STRONGLY DISAGREE	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	1 DO THIS 79.2 69.8 45.3 26.4 13.2 26.4 26.4 1 DO THIS	
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 encourage my child to learn. 5 I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL. 6 My child's teachers provide extra help when my child needs it. 7 My child's teachers contact me to say good things about my child. 7 My child's scachers stell me how I can help my child learn. 8 My child's school returns my phone calls or e-mails promptly. 10 My child's school encludes me in decision-making. 11 My child's school includes me information about what my child should be learning in school. 12 My child's school schedules activities at times that I can attend. 13 My child's school treats all students fairly. 14 My child's school treats all students fairly. 15 The principal at my child's school is well neat and clean. 16 I AM SATISFIED WITH HOME AND SCHOOL RELATIONS AT MY CHILD'S SCHOOL. 17 My child's chool is kept neat and clean. 18 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.	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.) PLEASE TELL US IF YOU DO THE FOLLOWING	

57.4 37.0 54 27.8 14.8 54 11.3 22.6 53 7.4 7.4 54 22.2 1.9 54	Ε.	3.896.2521.998.1527.792.35255.844.25219.680.45132.068.0506.393.848		37.3 29.4 2.0 0.0 51 40.0 36.0 4.0 4.0 50 33.3 31.4 15.7 2.0 51 35.3 29.4 7.8 2.0 51 39.2 25.5 3.9 3.9 51
5.6 57.4 66.0 85.2 75.9			% VERY GOOD	31.4 16.0 17.6 25.5 27.5
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.	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE	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.	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.

1\ TEACHER SURVEY RESPONSES - 2007-08 SCHOOL YEAR

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

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QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DON'T KNOW	_
1 My school provides challenging instructional programs for students.	0.0	3.8	25.3	70.9	0.0	7
 Teachers at my school effectively implement the State Curriculum Standards. Teachers at my school focus instruction on understanding not just memorizing facts. 	0.0	د. د.	31.6 38.5	67.1 56.1	0.0	7 /
4 Teachers at my school have high expectations for students' learning.	. c	2,0	40.5	57.0	0.0	- 1
There is a sufficient amount of classroom time allocated to i	2.5	3.8 9.8	32.9	60.8	0.0	
6 Student assessment information is effectively used by teachers to plan instruction.	1.3	6.3	31.6	8.09	0.0	7
	5.1	10.1	46.8	38.0	0.0	7
_	3.8	6.3	39.2	50.6	0.0	7
	0.0	2.5	24.1	73.4	0.0	7
10 The level of teacher and staff morale is high at my school.	7.6	5.1	53.2	34.2	0.0	7
	0.0	0.0	55.7	44.3	0.0	7
	2.5	3.8	48.1	45.6	0.0	7
	2.5	16.5	57.0	24.1	0.0	7
	5.1	12.7	46.8	35.4	0.0	7
	0.0	2.5	40.5	57.0	0.0	7
	6.4	21.8	35.9	35.9	0.0	7
	0.0	19.0	45.6	32.9	2.5	7
There are relevant professional development opportunities or	5.1	11.4	48.1	35.4	0.0	7
19 The school administration communicates clear instructional goals for the school.	2.5	2.5	44.3	50.6	0.0	7
20 The school administration sets high standards for students.	1.3	0.0	31.6	67.1	0.0	7
21 The school administration has high expectations for teacher performance.	1.3	0.0	20.3	78.5	0.0	7
22 The school administration provides effective instructional leadership.	5.1	6.3	34.2	54.4	0.0	7
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	7
	3.8	5.1	40.5	50.6	0.0	7
	1.3	5.1	32.1	61.5	0.0	7
26 The school administration arranges for collaborative planning and decision making.	5.1	19.0	32.9	43.0	0.0	7
	5.1	5.1	41.8	48.1	0.0	7
28 The grounds around my school are kept clean.	0.0	2.5	39.2	58.2	0.0	7
•	0.0	2.5	29.1	68.4	0.0	7
30 The bathrooms at my school are kept clean.	0.0	11.7	50.6	35.1	2.6	7
31 The school building is maintained well and repaired when needed.	5.1	3.8	49.4	41.8	0.0	/
-	6.3	10.1	41.8	41.8	0.0	7
33 Students at my school behave well in class.	3.8	6.3	72.2	17.7	0.0	7
	5.1	12.7	68.4	13.9	0.0	/
35 Rules and consequences for behavior are clear to students.	0.0	5.1	32.9	62.0	0.0	7

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	27.7	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	z
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	6.09	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

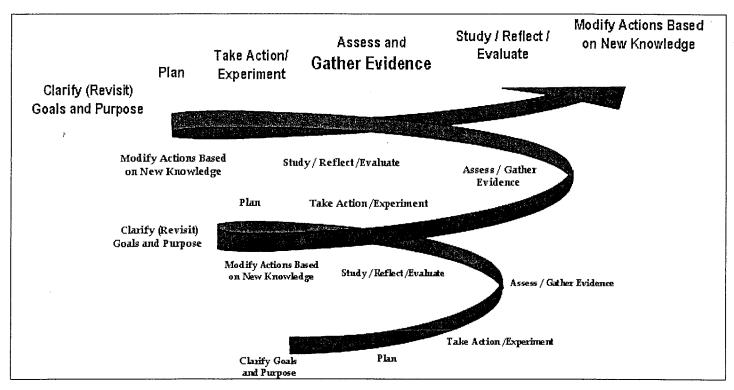
·	21.3		
	51.1	74.5	47
	0 00	26.7	45
	00.g	30.4	46
	56.5	32.6	46
	28.3	9.69	46
	0.99	27.7	47
	27.7	57.4	47
	29.8	61.7	47
	38.3	46.8	47
•	21.7	15.2	46
	28.3	52.2	46
	44.7	53.2	47
	42.6	53.2	47
	34.0	63.8	47
2.1 2.1 1.2 1.2 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3	4.3 12.8 14.9 7.7 6.5 1.0 0.0	4.3 66.0 12.8 27.7 4.3 29.8 14.9 38.3 45.7 21.7 6.5 28.3 2.1 44.7 2.1 42.6 0.0 34.0	

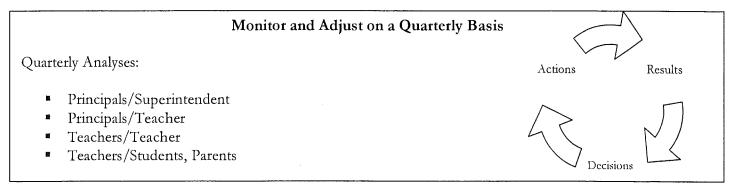
School Improvement Process

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.





Qu	arterly Principal Conferences
	Purpose: To reflect on the past year's performance and pla
	 Identify the areas that are meeting expectations for cor
	data to support your conclusions).



- an for the coming school year.
- ontinuous progress (provide
- 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
- 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	Low	Core	High	High
Intensive	Strategic	(on	Strategic	Intensive
		Target)		

Second Quarter Review / Mid-Year

- 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.

Third Quarter Review / Winter

- 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?

Suggested Model for Teacher-Principal Conference

I. What have I done so that my students will show growth?	Examples of samples you may wish to share of student work demonstrating growth: 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?	Provide specific examples of how instructional content, processes and/or products have been differentiated based on the students' Readiness Interests Learning styles
3. What do survey data say about you as an teacher?	Provide information regarding your Relationship with students, parents Effectiveness as an instructor
4. What does my grade distribution say about me as an effective teacher?	Consider such areas as Grading procedures Pace of instruction Use of differentiated strategies
5. What does the data regarding disciplinary referrals say about my effectiveness as a teacher?	Consider such items as 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?	Consider such items as 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"

Monthly 1	iezdia Confració Homo
Teacher:	Date:
Planning for Instruction	
Plans for engagement	
Plan for relevance	
Plan for assessment	
Assessment	·
Types of assessment used	
Results of assessment (grade	e distribution)
 Instruction response to assert 	ssments (re-teach, re-assess, etc.)
Student Behavior(s)	
Student attendance concerns	s/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.

Developed and adopted by Leadership Team Beaufort County Schools July 10, 2008 To be revisited in December 2008 and June 2009.

							7	7														1			
	Standard 10	2.5	4.5	4.3	3.3		3.3	3	2.5	2.4	4.2	4.4	3.2	3.7	4.2	2.4	2.9	4.2		4.5	4.4	4	4.1	3.4	4.3
	2007																								
Projected	Rating 2008	Below Average	Average	Average	Good		Average	Below Average	Unsatisfactory	Below Average	Good	Average	Good	Average	Average	Average	Unsatisfactory	Unsatisfactory	Projected	Average	Below Average	Below Average	Below Average	Below Average	Unsatisfactory
	Gain/Loss	-0.05	0.22	0.15	0.03		0.03	0.4	-0.13	90:0-	0.12	0.16	0.02	0.08	0.12	90.0-	-0.01	0.12		0.2	0.19	0.1	0.11	0.04	0.16
	2007	2.70883	3.0683	2.95432	3.52353	2.82	3.07017	2.72522	2.58054	2.88627	3.30967	3.09052	3.46858	3.1221	3.00222	3.25082	2.41073	2.3451	2007	3.14071	2.82384	2.86565	2.58859	2.67013	2.32955
	Projected 2008	2.649491212	3.284199312	3.109621839	3.554571648	4.1	3.103457132	3.12690504	2.458755954	2.828660022	3.421804511	3.258760021	3.488699977	3.203272176	3.124493927	3.196398385	2.405050838	2.469783585	Social Studies Projected 2008	3.344151668	3.01823398	2.962521158	2.692016623	2.716705588	2.48143219
	Social Studies Projected 2008	2.414893617	3.314487633	2.972477064	3.495	0	2.989071038	3.218905473	1.951807229 2.469879518	2.748201439 2.985507246	3.394736842	3.281385281	3.303030303 3.541984733	3.099009901	2.971153846	3,445544554	2.237410072	2.139240506	Social Studies	3.386768448	3.005617978	2.849220104	2.598086124	2.577836412	2.5
	Science	2.630434783	957041 3.254480287 3.314487633	2.80733945	3.431472081	0	3.046831956	2.974874372 3.218905473	1.951807229	2.748201439	3.3	3.168103448	3.303030303	3.2	3	3.27	2.079710145	2.25	Science	3.319899244 3.386768448	3.025352113 3.005617978	2.793402778 2.849220104	2.768867925	2.737532808	1418605 2.320441989
	Math	2.617021277		3.286585366	3.646464646	6.66666667	3.172101449	3.087947883	2.488372093	2.704433498	3.542857143	3.308383234	3.570707071	3.269230769	3.223684211	3.078947368	2.464114833	2.620967742	Math	3.424597365	3.112299465	3.108225108	2.770710059	2.7968	2.674418605
	ELA	2.85106383	3.346062053 3.221	3.225609756 3.286	3.584459459 3.6464646	7		3.205882353	2.759689922	2.901960784 2.704	3.4	3.254491018	3.494949495 3.570707071	3.209003215	3.210526316	3.098684211	2.674641148	2.685483871	ELA	3.245341615	2.929666366	3.099236641	2.630402385	2.75465313	2.430868167
		Beaufort Elementary	Bluffton Elementary	Broad River Elementary	Coosa Elementary	Daufuskie Elementary	Hilton Head International § 3.148820327	Hilton Head School Creat 3.205882353	James J Davis Elementar 2.759689922 2.488372093	Joseph S Shanklin Elem	Lady's Island Elementary	Michael C Riley Elemental 3.254491018	Mossy Oaks Elementary		Port Royal Elementary	Shell Point Elementary	St Helena Elementary	Whale Branch Elementary 2.685483871		Beaufort Middle	H.E McCracken Middle	Hilton Head Middle	Ladv's Island Middle	Robert Smalls Middle	Whale Branch Middle

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

Total Average			34.4 (3.44	AP Gain/	Participation Loss	2007		395 -5				
Standard 10 To	Student Achievement	Summary	3.5	Gain/		2006		4.7 400				
ard				Graduation G	Rate L	2006 2007		%9.69				··
	Self - PD	y Summary	4.00			2006	74.3	-12 %				
Standard 8	Staff Development	Summary	3.50	Gain/	otal Loss	2007		- 866				
Standard 7	Interpersonal Skills	Summary	3.00	/	SAT Total	2006		4 1005				
Standard S 6	Ethical Int Behavior	Summary \$	3.50	T Gain/	osite Loss	2007		22 0.4		-		
Standard 5 S	School & Community B	Summary S	3.90	in/ ACT	Loss Composite	2006 2007		8.0% 21.6				
Standard Sta 4	Climate Sc Cor Re	Summary Su	3.50	Passing 1st Gain/	Time Lo	2006 2007	83.4	% 8.(
				Gain/ Passi	Loss Tir	2006	75.4	-3.3		1.9		-5.8
2 Standard 3	p Effective Management	Summary	3.00			2007	71.5	%	8.09	%	32.4	%
O'Nan Standard 2	Leadership	Summary	3.00	End Of	Course	2006 2007	74.8	%	58.9	%	38.2	%
Amanda O'Nan Standard Standard	Vision	Summary	3.5		Test			Algebra I		English I	Physical	Science

	_		_
	3.0%		
2007	53.0%		
2006	20.0%		
		2007 53.0%	2007

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
 - o 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
 - o Warm fuzzy
 - o Data quality
 - o 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 academies
 - 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, Eliza	abeth		6/9/2004	1st year Current Assignment X 2nd Year or
Assistant Pr	incipal			Every 3rd year in same assignment Evaluation Requested by
Hilton Head	High School		SS#	
Grade	Step	Cert.	Issue Date	Expiration Date -
A. PERFO	ORMANCE C	RITERIA E	VALUATION	- Expiration Date
Perf	formance C	riteria	Ettective the Cole Rec	Supporting Statement
interests, an	ates a knowledg d feelings of st	udents	X	Amanda works well with students in classes and with discipline.
maintenance an education school comm	establishment e of a school phal program con munity characte S goals and pol	ilosophy and nsistent with ristics and	x	Amanda understands the small learning community model and is aggressive in implementing new ideas in the career and technology education department.
and evaluate	ients, assigns, es staff in order f the educationa	to attain the	X	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.
available to	uman and mate staff in order to f the education	attain the	×	Amanda seeks out resources to assist staff and students
which suppo and maintair	d provides for a orts the educations the mental a nafety of studen	onal program nd physical	x	Amanda did a fine job with A Team and 504 duties
practices wh	ministrative and nich promote the eration of the so	e efficient and	X	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 eva	luation of	X _	
of the progra	am to determine objectives to m	e what		Amanda is consistent and fair to all students and coming right out of the classroom understands staff and student views.
school comr principles of	to establish and munity which produced democracy, re of and respect t	actices the flecting	x	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		Amanda makes good suggestions and works well with all staff.
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Performance Criteria	Literine of Indian Literine	Supporting Statement		
X. Identifies areas for personal, professional growth, acquires appropriate skills and information, and applies them Amanda did an excellent job su		Amanda attended many meetings to make her more aware of areas of supervision. Amanda attended Sports Mind. and technology education department.		
Amanda initiated a new student development of a new course of Amanda will direct summer sch	f study, Project Lead	nda also is moving forward with the the Way.		
E. 1. Recommendation for Continuing Assignment or Reassignment (Specify)	6	-/0-04 Amanda (M SIGNATURES (Person Evaluated) (Date)	lan	6/14/00
E. 2. Special Salary Consideration (Defer or accerlerate increment)	*SI	GNATURE (Evaluator) (Date)	-	
	n of the evaluation pr ts of the evaluation, h	no cess. If the person being evaluated ne/she may request a conference with		
Reviewer's Comments and Recor				
Reviewed by:		Date:	-	
F. Date Received in Office of Per	sonnel Services:		1	

O'Nan Eliz	abeth		6/12/2006	1st year Current Assignment X
Assistant Principal			Every 3rd year in same assignment Evaluation Requested by	
Hilton Head	d High SchoolX		SS#	
Grade	Step	Cert.	Issue Date	Expiration Date -
A. PERF	ORMANCE C	RITERIA E		
Per	formance Cr	iteria	Ette ciive ets (noi kut et t	Supporting Statement
interests, ar	ates a knowledge	dents	x	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.
maintenance an education school comr	establishment a e of a school phil nal program cons munity characteri S goals and polic	osophy and istent with stics and	x ·	Amanda assists in many ways to promote all goals and policies of our district and school.
and evaluate	ients, assigns, sues staff in order to the educational	attain the	x	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.
available to s	uman and materia staff in order to at the educational	tain the	X	Amanda attended 4MAT training and HSTW. She cowrote an improvement plan for a teacher and should continue to make this strategy a common activity.
which suppor and maintain	provides for an ents the educations sthe mental and afety of students	al program physical	x x	Amanda works well with our school nurse, social worker and other professionals to make sure that all student needs are met.
ractices which	inistrative and m ch promote the e ation of the scho	fficient and		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.
tudent progre f the progran	he proper evalua ess and of the efi n to determine w bjectives to main	tion of fectiveness nat	x	Amanda did a wonderful job staying on top of her seniors grades, attendance and plans for life after high school.
III. Strives to	establish and m	<u> </u>	×	

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	Amanda worked well with everyone on the administrative team.

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Performance Criteria	Etterine of the rate of the cine	Supporting Statement	
X. Identifies areas for personal, professional growth, acquires appropriate skills and information, and applies them		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.	
Amanda will continue at HHHS as the admin community. E. 2. Special Salary Consideration		ual and Performing Arts small learning NATURE (Evaluator) (Date)	
(Defer or accerlerate increment)			
Conference requested with evaluator's imme	ediate superior; yes	no X	
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:	D	ate: 6-13-06	
Date Received in Office of Person	nnel Services:		

E. Amanda War 6/13/04

O'Man Eliza	a b a th		T	0/40/0000	4 - 4	
O'Nan Elizabeth			6/12/2006	1st year 2nd Year	Current Assignment X	
Assistant Principal					Every 3	rd year in same assignment on Requested by
Hilton Head High SchoolX			SS#			
Grade	Step	Cert.	Issue	Date		
					Expiration	on Date -
A. PERF	ORMANCE C	RITERIA E	VALU	JATION		
Performance Criteria		riteria	Effective	Se the ose fits	ective	Supporting Statement
interests, ar	rates a knowledg nd feelings of stu	ge of needs, udents	x			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.
maintenance an education school comi	e establishment a se of a school phi nal program con munity character S goals and polic	ilosophy and sistent with ristics and	×			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.		to attain the	x			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.
available to	uman and mater staff in order to a f the educational	attain the		x		Amanda attended 4MAT training and HSTW. She cowrote an improvement plan for a teacher and should continue to make this strategy a common activity.
which suppo and maintair	d provides for an orts the education ns the mental an cafety of students	nal program nd physical	х			Amanda works well with our school nurse, social worker and other professionals to make sure that all student needs are met.
practices wh	ministrative and raich promote the eration of the sch	efficient and	×			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.
student prog of the progra	the proper evaluress and of the earn to determine objectives to ma	effectiveness what	x [Amanda did a wonderful job staying on top of her seniors grades, attendance and plans for life after high school.
VIII Strives t	to establish and	maintain a	x			

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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	x	Amanda worked well with everyone on the administrative team.

Performance Criteria	the the troper the tree	Supporting S	Statement	
	x			
X. Identifies areas for personal, professional growth, acquires appropriate skills and information, and applies them		Amanda worked very close issues this year. Amanda a 12 and many teachers. Am suggestions and thinks ahe opportunities to learn some	also supervised grade nanda makes positive ad. Amanda asks for	
Amanda will continue at HHHS as the adm community.	inistrator in charge of the Vi	sual and Performing Arts sr	nall learning	
E. 2. Special Salary Consideration (Defer or accerlerate increment)	*\$10	SNATURE (Evaluator)	(Date)	
Conference requested with evaluator's imm	nediate superior: yes	no X		
*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 ye		duties. She does then	n well.	
Reviewed by:		Date: 6-15-0	6	
F. Date Redelived in Office of Pers	onnel Services:			

Extranda War 6/13/04

Preliminary Evaluation Summary Sheet

Teamanda O'Nan	School Hil	ton Head High School
Contract StatusYear	Grade/Subject Area	9-12 Family and Consume
**************************************	*********	Science ********
Performance Dimension	n Evaluation Judgeme	nts
	Needs Improvement	Competent
PD1: Long-Range Planning		X
PD2: Short-Range Planning of Instruction		X
PD3: Short-Range Planning, Development and Us	se of Assessments	X
PD4: Establishing and Maintaining High Expectation	ons for Learners	X
Pd5: Using Instructional Strategies to Facilitate Le	arning	X
PD6: Providing Content for Learners		X
PD7: Monitoring and Enhancing Learning		X
PD8: Maintaining an Environment That Promotes L	earning	X
PD9: Managing the Classroom		X
PD10: Fulfilling Professional Responsibilities Beyo	nd the Classroom	<u> </u>
Overall Evalua	tion Judgement	*********
Competent \ Nee		Unsatisfactory
Evaluation Team	•	Date
Helen Bir		12-15-03
Teacher		12/17/03
Elizabeth & OVan V		12/17/03

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

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.

Consensus Evaluation Sheet

PD 2: Short-Range Planning of Instruction

Consensus Judgme	nt: <u>Competent</u>
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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.

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.

Consensus Evaluation Sheet

PD 4: Establishing and Maintaining High Expectations for Learners

Consensus Judgment: <u>co</u>	mpetent
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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.

Consensus Evaluation Sheet

PD 5: Using Instructional Strategies to Facilitate Learning

Consensus	Judgment:	Competent
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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 an 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 tactual 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. Their 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.

Consensus Evaluation Sheet

PD 6: Providing Content for Learners

Consensus Ju-	dgment:	_Competent
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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 gage 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.

Consensus Evaluation Sheet

PD 7: Monitoring and Enhancing Learning

C	Tandana and		
Consensus	Juagment:	Competent	
	6	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 guizzes 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.

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 ahs 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.

Consensus Evaluation Sheet

PD 9: Managing the Classroom

Consensus Judgment:	Competent
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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.

Consensus Evaluation Sheet

PD 10: Fulfilling Professional Responsibilities Beyond the Classroom

Consensus Judgment:	Competent	_
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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.

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: <u>Hilton Head Island High</u>		Principal Amanda O'Nan		
1 st Semester: <u>Fall 2017</u>		2 nd 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:

1

December

	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
- I. 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

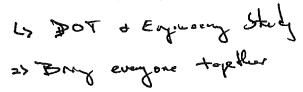
Grad rate

- 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

- 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 Buyong back Planny? Use as a Syphiat
 - -Traffic is a hot topic and finger pointing



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

Example: guidance / counseling activities.

- _পা. 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:

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	1	90 min observations : 55	90 min observtions: 13		
B. Number of individual teachers receiving classroom observations	throughs		Walk throughs: 33		
C. Total number of observations	254	169	46		

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

Form to be completed:

December

May

4

Principal's Summative Evaluation Form

Principal's Name: Eliza	abeth O'Nan	School Year: 2	016-2017
School: HHF	łS		CSD
E: Exemplary P: P	roficient NI: Need	ls Improvement	U: Unsatisfactory
Performance Standard	Principal's Self- Assessment	Evaluator(s) Rating	Final Rating
Vision	E	E	2
Instructional Leadership	P	P	P
Effective Management	F.	P E	E
Climate		Z	E E
School/Community Relation	s P	E	بح
Ethical Behavior	E	E	E
Interpersonal Skills	E	E	E
Staff Development	P	P	E P
Principal's Professional Development	P	P	P
Overall Summative Rating	Exemplan		
Comments/Feedback for Eac		,	hovened Gays.
		O	
Signature of Principal	Date	Signature of Exaluator	8-34-17 Date
		(Signature of Evaluator #2)	(Data)

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.

Submitted Annually by Each School Principal **BCSD School-based PD Plan**

School Name	Hilton Head Island High School	
	A contract of the contract of	
Submitted By	Submitted By Elizabeth O'Nan Date Subm	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:

students and ensure that each learner develops his/her potential by providing an excellent education in a safe, nurturing learning environment. Based development offerings should focus on the implementation and communication of the Common Core Standards, including the assessment of student initiatives that have been identified as essential to student learning goals: Literacy, Numeracy, Curriculum Alignment and Technology, professional Beaufort County School District is committed to sustained professional development that is designed to improve the learning experiences of all on district priorities, which include the successful transition to the Common Core State Standards as the core of instruction and the academic learning and the integration of literacy skills in all curricular areas. Brief Description of School-wide Professional Development Focus (use data to support your school¹s 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 inititative. Looking at our data our sub-groups fell slightly from the previous year in FLA and Math HSAP and Alg Land Eng LEOC scale 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/	Evidence of	Timeline	Persons	Evaluation	Estimated Costs	Funding
Activity	Implementation	for completing the	Responsible	How will you	What are the	What is the
What evidence	How will you	activity	Who will provide	measure the	anticipated costs?	source?
based strategy/	determine (know)		oversight for	effectiveness of the		Title I, State,
activity will be	and monitor that		implementation,	strategy to:		Local, Grants?
implemented?	the		monitoring and	improve		
	strategy/activity		evaluation of	teaching, to		
	CF F SDM		siralegy:	improve		
	ітріетептеа:			student learning,		
				and to narrow the		
				student		
				achievement		
				gap?		,
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	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 Prinicpal	teacher feedback	0	. 0
Infusing tech and CC	Classroom Observations	April 8 and 22	District Tech	scores	0	0

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Funding What is the source? Title I, State, Local, Grants?	0	0	0	0	0	0	0	0	0	0		A STATE OF THE STA						
Estimated Costs What are the anticipated costs?	0	0	0 .	0	0	0	0	0	0	0								
Evaluation How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?	Teachers feedback	Teacher feedback	scores	Teacher feedback	Teacher feedback	. Teacher feedback	teacher feedback	teacher feedback	scores	evaluations							The state of the s	
Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	Teachers	Teachers	PLC leaders	District Tech	Teachers/ District tech	District tech/teachers	District tech	API/Karszes	Karszes/API	Karszes								
Timeline for completing the activity	January 28	October 29	guioguo	December 3	March 11	October 29	April 8 and 22	February 2014	December 11, 2013	August 13, 2013								
Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Classroom Observations	Classroom Observations	PLC	Classroom Observations	teacher feedback	classroom observations	classroom observation	initial training not implementation	teacher feedback	teacher feedback								
Strategy/ Activity What evidence based strategy/ activity will be implemented?	Socratic on IPads	Content CC lesson on lpads	Building Common Assessment	Nearpod Training	Thinkfinity Training	Content Lesson on IPad	Infusing tech in CC	Common Core Training	Writing Across the Curriculum	Roy Abshire Training								

Mathematical Shifts (Please choose at least one Shift)

Standards focus
the
where
strongly where
Focus
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

	Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Timeline for completing the activity	Persons Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	Evaluation How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement	Estimated Costs What are the anticipated costs?	Funding What is the source? Title I, State, Local, Grants?
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 competed by district	0	0
Nearpod on the ipad	Teacher feedback	December 3	Teacher/District Tech	Teacher survey competed 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

Funding What is the source? Title I, State, Local, Grants?	0	0	0	0	0	0	0	0	0								
Estimated Costs What are the anticipated costs?	0	0	0	0	0	0	0	0	0	THE PARTY OF THE P							
Evaluation How will you measure the effectiveness of the strategy to: improve teaching, to improve student learning, and to narrow the student achievement gap?	survey from district	survey from district	survey from district	survey from district	survey from district	survey from district	survey from district	teacher feedback	teacher feedback		The state of the s						
Persons Responsible Who will provide oversight for implementation, monitoring and evaluation of strategy?	District Tech	District Tech	API/District Math Coord	Math Coordinator													
Timeline for completing the activity	January 14	February 11	February 25	March 11	March 25	April 8	May 6	ongoing	August 14								
Evidence of Implementation How will you determine (know) and monitor that the strategy/activity was implemented?	Teacher feedback	Teacher feedback	Rubicon	Teacher feedback							,						
Strategy/ Activity What evidence based strategy/ activity will be implemented?	Google Forms	ActivExpressions	iMovie	Thinfinity	Creativity Apps	Technology and Common Core	End of Year Gradebook	Curriculum Mapping/CC	Roy Abshire CC Training	a things and a second		The second secon					

Principal Summative Evaluation Form

Principal's Name: Amanda O'Nam	School	Year: 13-14	
School:	Distric	t:	
		Rating Profile	
Performance Standard	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			
,			

Signature of Principal

Date

ture 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.

Name of Principal			
Commendations and/or Re	commendation	ns:	
		•	
			· · · · · · · · · · · · · · · · · · ·
	-		
Signature of Principal	Date	Signature of Evaluator	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.

Name of Principal

Date

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.

<u>Criteria</u>: 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.

	□ Exemplary	Proficient	□ Improvement Needed
	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
	 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:
L E	vidence/Supporting Data:	wAl Comment. =	Speaks at Comm/Civic

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.

<u>Criteria:</u> 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.

t Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

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 hu Free back loop

Visida in halls. Master schedule built around single shots. IB

Arrives alst at instructional Cacistons. Articulation on Carricular.

Reflection sheets on Goodes - Foot Moetry 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.

<u>Criteria:</u> 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.

n Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:
// /		1211

Mean Bld - Drills enfaced.

Standard 4: Climate

Evidence/Supporting Data:

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

<u>Criteria:</u> 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.

□ Exemplary	Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:

Standard 5: School/Community Relations

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

<u>Criteria:</u> 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.

17-Exemplary	□ Proficient	□Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> 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: 	 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: 	 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:

Evidence/Supporting Data:	He Commun	th - Lives 4 min, Away
		- Town Count - Notive Island
Business Meetigs.		

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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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 	 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.
·		
Other local criteria:	Other local criteria:	Other local criteria:

Evidence/Supporting Data:	Rules & Policies	are followed.	Moral conpass
true.	oli an ∳oli a sed. L		,
			and the second
			A

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.

<u>Criteria:</u> 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.

Exemplary	Exemplary □ Proficient	
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

Evidence/Supporting Data: Communication	Exception!	Read all encirls T
returns drone calls Willing to		
+ respect Gocal.		

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 istrict goals.

<u>Criteria:</u> 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.

□ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
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.	 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. 	 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
Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	 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. 	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
Encourages staff to set goals for professional growth.	 Typically encourages staff to set goals for professional growth. 	goals for professional growth. • Sometimes shares effective teaching
 Shares effective teaching strategies and uses coaching skills to encourage professional growth. 	 Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. 	strategies and uses coaching skills to encourage professional growth.
Other local criteria:	Other local criteria:	Other local criteria:

Evidence/Supporting Data: IB drives PD. 2 Observations identity topics
Curriculum Meetings are used to discuss topic.
Follow-up are in conversations. Video Feedbacks / 6 gustoons.

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.

<u>Criteria:</u> 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.

□ Exemplary	n Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

Evidence/Supporti	ng Data: \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	is a cha	llouis. All	frended I	B- HSTW-
					Visits - years
(0.2000	10E10101D	10 gasara	on exercition	1 Sonwy	0

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 gating profile on the appropriate summative evaluation sheet.

Grad Rate	for that p After con	articular standard. npleting the instru	Evidence that docume	describes the principal's ents performance should bach standard should be tralluation sheet.
88.9%	Ama	Name of Princip	O'NAN	8:33-16 Date
	Na Na	me of Superintend	CM055 ent/Designee	8 22./1 Date
Als I	F 12.8	<u>5</u> 677	69, 3	D:st 19.3
Bio logy	80.0	84.0	81,9	79.8
Ey I us Day	93.2	67.8	J8 191	78.0
us Dary	81.8	73,9	796	73. 3
March 2015	82.0%	14.2	18.5	17.8

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
	characterized by most of the		The principal's performance is characterized by most of the following:
	and district personnel, students, families, and community members) in the development of a broad vision for the school that is	students, families, and community members) in the development of a broad vision for the school that is	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.
	vision of the school. Copamunicates the school's 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,	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.
J	students, parents, and community on a regular basis.	goals, plans, and priorities to staff, students, parents, and community.	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on ar
٠	the plan of action for achieving the	Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	Fails to implement, evaluate or refine the plan of action for achieving the school's vision.
	Other local criteria:	Other local criteria:	Other local criteria:

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.

HII	provement Needed level.		
	Exemplary	Proficient	Improvement Needed
	The principal's performance is	The principal's performance is	The principal's performance is
	characterized by most of the		characterized by most of the
	following:	following:	following:
		·	
	Sets and communicates high		Rarely sets and communicates high
			standards for curricular/instructional
	curricular/instructional quality and	curricular/instructional quality and	quality and student achievement.
		student achievement.	·
		Demonstrates some proficiency in	
		analyzing research and assessment	, , ,
		data.	data.
-		Ensures the use of data from most	·
			Rarely ensures the use of data from
			state and locally mandated assessments
			and educational research to improve
	and the same of th	instruction, and student	curriculum, instruction, and student
	•	performance.	performance.
	and student performance.	Routinely observes staff and/or	
			Infrequently observes staff or assists in
		·	the implementation of effective
-			teaching and assessment strategies to
	teaching and assessment strategies	learning.	promote student learning.
		Monitors and evaluates the	
	·	·	Rarely monitors or evaluates the
		,	effectiveness of instructional programs
		achievement of student learning	to promote the achievement of student
		standards.	learning standards.
	achievement of student learning		
	standards.		
ı			
	Other local criteria:	Other local criteria:	Other local criteria:
Į			

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.

11	nprovement Needed level.	D. Caland	Improvement Needed
	Exemplary	Proficient	
			The principal's performance is characterized by most of the
		ľ	following:
	following:	following:	tonowing:
d	Seeks and allocates resources to	Often seeks, and/or adequately	Rarely seeks and/or adequately
			allocates resources to achieve school
			and district goals.
	1	Plans and administers budgeting	and district godis,
	2 2		Plans and administers budgeting and
I			purchasing, with little attention to local,
	· ·	1 = 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	state, and federal requirements.
	<i>i</i> 1	Screens, recommends, and assigns	state, and redoral requirements.
			Seldom screens, recommends, and
		local, state, and federal	assigns staff in a timely manner based
			on school needs, assessment data, or
	local, state, and federal	F1	local, state, and federal requirements.
	requirements.	assessment data.	focal, state, and redorar requirements.
	requirements.		Demonstrates little ability to manage
		and evaluation of staff in	the supervision or evaluation of staff in
	1		accordance with local, state, and
لمحط	y .		federal requirements.
•		Implements, evaluates, and refines,	1 ' - 1
	1 1	as necessary, procedures for the	Implements, evaluates, and refines, on
	4	requirity and safety of all personnel	an inconsistent basis, procedures for
		and students.	the security and safety of all personnel
A	security and safety of all personnel		
		and aesthetically pleasing school	and stadonts.
		environment most of the time.	Does not ensure the maintenance of a
	Executes the maintenance of a clean	environment most of the time.	clean and aesthetically pleasing school
	and aesthetically pleasing school		environment.
	environment.		
	Other local criteria:	Other local criteria:	Other local criteria:
•	Offici local cilicita.	Office rocar criteria.	Cultivitation of the state of t

U

Circle Rating: (E) P IN

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
	The principal's performance is	The principal's performance is	The principal's performance is
		characterized by most of the	characterized by most of the
	following:	following:	following:
		Initiates and maintains strategies to	Misses opportunities to initiate or
	promote collegiality and	promote collegiality and	maintain strategies to promote
	collaboration among the staff.	collaboration among the staff most	collegiality and collaboration among
_	Involves parents, students, and the	of the time.	the staff.
		Involves some parents, students,	
	maintain a positive learning	and community members in efforts	Involves few parents, students, or the
	environment.	to create and maintain a positive	community in efforts to create and
		learning environment.	maintain a positive learning
		Establishes and adequately	environment.
		supervises programs that promote	
		positive social, emotional, and	Does not establish or adequately
	growth for all students.	intellectual growth for all students.	supervise programs that promote
			positive social, emotional, and
		standards for appropriate student	intellectual growth for all students.
		behavior according to local, state,	
			Neglects to establish or consistently
-			enforce standards for appropriate
	1		student behavior according to local,
	Manages conflict and crisis		state, and federal requirements.
	situations in an effective and timely	time.	
ļ	manner.	Usually deals with student	Rarely manages conflict and crisis
ĺ		misconduct in a prompt and	situations in an effective and timely
		effective manner.	manner.
	prompt and effective manner.		
			Infrequently deals with student
(Other local criteria:	Other local criteria:	misconduct in a prompt and effective
			manner.
			Other local criteria:
			·
Ξi	rcle Rating: (E) P IN	N 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	The principal's performance is	The principal's performance is
	characterized by most of the	characterized by most of the	characterized by most of the
	following:	following:	following:
	-	_	
	Deyelops an effective and	Develops a somewhat effective	Does not develop an effective and
	interactive communications plan	and interactive communications	interactive communications plan and
- 11	and public relations program.	plan and public relations program.	public relations program.
	and public returnents programm		<u> </u>
	Participates in school community	Participates in selected school	Rarely participates in school
	activities.	community activities.	community activities.
	activities.	community activities.	
	Involves staff, parents, community,	Involves some staff parents	Inconsistently involves staff, parents,
	and students in needs assessment,	community, and students in needs	community, and students in needs
	problem solving, and decision	assessment, problem solving, and	assessment, problem solving, or
		decision making for school	decision making for school
	making for school improvement.		improvement.
		improvement.	improvement.
	Responds to diverse community		D
150	interests and needs.	Responds to diverse community	Rarely considers diverse community
	_ 1	interests and needs in most cases.	interests and needs.
	Creates and sustains a variety of		
	opportunities for parent and	Creates and sustains some	Misses opportunities for involving
	community involvement in school	opportunities for parent and	parents and the community in school
	activities.	community involvement in school	activities.
		activities.	
	Collaborates with staff to develop		Seldom collaborates with staff to
	effective strategies for parents and	Collaborates with staff to develop	develop strategies for parents and the
	the community to support students'	strategies for parents and the	community to support students'
	learning.	community to support students'	learning.
		learning.	
	Other local criteria:	Other local criteria:	Other local criteria:
		(N) II	
		IN U	i
E	vidence/Supporting Data:		

13

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
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
Works within professional and ethical guidelines to improve standent learning and to accomplish school and district goals. Models respect, understanding, sensitivity, and appreciation for all people. Adheres to local, state, and federal equirements.	professional and ethical guidelines to improve student learning and to accomplish school and district goals. Models respect, understanding, sensitivity, and appreciation in most circumstances.	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.
Other local criteria:	Other local criteria:	Other local criteria:
rcle Rating: E P I	N U .	

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.

Proficient	Improvement Needed
characterized by most of the	The principal's performance is characterized by most of the following:
F	Inconsistently demonstrates respect for others.
feelings, needs, concerns, and perceptions of others to build	Seldom 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.	Usually does not communicate effectively with stakeholders to suppor school and district goals.
Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict	Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution stress management, and crisis management.
crisis management. Uses appropriate oral and written communication skills on most occasions.	Oral and/or written communication skills hinder effective interactions with stakeholders.
Other local criteria:	Other local criteria:
	The principal's performance is characterized by most of the following: 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.

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
	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
	relevant staff development activities that promote the achievement of school goals and	and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.	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.
	achievement of school goals and staff growth as the basis for evaluating the success of the staff	Generally uses data related to the achievement of school goals and staff growth as the basis for	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.
		Typically encourages staff to set goals for professional growth.	Inconsistently encourages staff to set goals for professional growth.
2	and uses coaching skills to	Usually shares effective teaching	Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.
-6	istributed leadership.	distributed leadership.	Sometimes encourages and develops distributed leadership. Other local criteria:

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

helow	the In	provemen	t Nee	ded	level.
DOTOW		TDT O A CITICI		404	10 101.

ow the Improvement Needed level. Exemplary	Proficient	Improvement Needed
characterized by most of the	characterized by most of the	The principal's performance is characterized by most of the following:
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.	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	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.
Other local criteria:	Other local criteria:	Other local criteria:

Car cat Attaching.	E/		IN	U
Evidence/Supportin	g D ai	ta:		

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.

<u>Criteria:</u> 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'NAW	School Year:	2015-16	
School:	441	Hoch	District:	BCSB	
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	Rating Profile			
Performance Standard	Exemplary	Proficient	Improvement Needed	Unsatisfactory
Vision				
Instructional Leadership	سا			
Effective Management				
Climate				
School-Community Relations				
Ethical Behavior				
Interpersonal Skills				
Staff Development				
Principal's Professional Development				
Summative Rating on Professional Standards				
Student Growth		L		
Overall Summative Rating:				

Decision Matrix

	Student Growth			
Professional Practice	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
- XOVZ	W 81	22/11/	Ma	8:22-16

Signature of Principal

Date

Makure 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.

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Principal Summative Evaluation Form

		T	
		Rating Profile	T :
Performance Standard	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	7		

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.

Name of Principal

Name of Superintendent/Designee

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.

<u>Criteria:</u> 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.

□ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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. 	 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 a regular basis. Implements, evaluates, and refines the plan of action for achieving the school's vision. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

groups.

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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.

<u>Criteria:</u> 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.

t Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	aracterized by most of the characterized by most of the	
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:

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 hu Freed back loop.
performance on Standard 2: The . Source Coop.
Visida in holls. Master schedule built ground single shots. IB
Alonge alit it inchristional decisions. Articulation on Carricular
Reflection sheets on Goodes - Fort Moetry 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.

<u>Criteria:</u> 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.

D Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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 allow and conthetically pleasing. 	 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. 	 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
clean and aesthetically pleasing school environment.	time.	a clean and aesthetically pleasing school environment.
Other local criteria:	Other local criteria:	Other local criteria:
Vidence/Supporting Data:	enforced.	A - Budget is great-

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.

<u>Criteria:</u> 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.

□ Exemplary	Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:

Evidence/Supporting Data: Dobicalt year with Personnul & Student Fradition.

<u>Standard 5:</u> 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.

Exemplary	□ Proficient	□Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	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: 	 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: 	 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:
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Evidence/Suppo	orting Data: Tw	Ha (1 Lournation	ty - Lives	4 min	Away
						lative Island
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Business	Meety.	Robert	- Der	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.

<u>Criteria:</u> 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.

⊅ Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. 	 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 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		
		·		

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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	acterized by most of the characterized by most of the ch	
 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. Other local criteria:	 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. Other local criteria:	 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. Other local criteria:
		<u> </u>

Evidence/Supporting Data: <u>Count</u>	nication	Exception	ul! Roc	rd all	encido	<u> </u>
returns phone calls		`			· /	
+ respect Gocal.				,		

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 strict goals.

<u>Criteria:</u> 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.

□ Exemplary	□-Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	cterized by most of the characterized by most of the	
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:

Evidence/Supporting l	Data: IB drive	5 PD. 2	Observations -	identity topics
	Meetings are			, , , , , , , , , , , , , , , , , , ,
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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.

<u>Criteria:</u> 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.

□ Exemplary	T roficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

Evidence/Supporting Data: Time is a Challouge. A Hended IB - HSTW-Personal Networky to question each offer. 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,

Valerie Truesdale, Ph.D.

Superintendent

e moratulations!

PRINCIPAL EVALUATION TOOL

2011-2012 SCHOOL YEAR

Principal:Amanda O Man		
Evaluator/Superintendent:Jackie Rosswurm / Valerie Truesdale		
Completion Date:September 11, 2012		
Submitted Date:		
Please answer the following questions:	YES	O N
Principal received an orientation to the Program for Assisting, Developing, and Evaluating Performance, standards and criteria, and regulations governing the principal evaluation process.	×	
Evaluator met with the principal to discuss the evaluation instrument(s) and procedures. (by September 15 or within one month of hire date).	×	
Evaluator clarified questions concerning criteria and standards.	×	
Evaluator informed principals of district expectations and requirements for data collection.	×	•
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).	×	
Based on identified strengths and weaknesses, and the school's strategic plan, the principal developed a professional development plan.	×	
Principal received a copy of the completed evaluation instrument(s).	×	

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.

<u>Criteria:</u> 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.

₹ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
• 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.	• 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.	• 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 stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. 	 Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. 	 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 a regular basis. 	 Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community. 	 Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.
 Implements, evaluates, and refines the plan of action for achieving the school's vision. 	 Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. 	 Fails to implement, evaluate or refine the plan of action for achieving the school's vision.
Other local criteria:	Other local criteria:	Other local criteria:

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.

<u>Criteria:</u> 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.

Exemplary The principal's performance is	□ Proficient	□ Improvement Needed
The principal's performance is	The main streets of	
characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:
		other room enteria.

Evaluator is required to list student achievement/stud	lent growth data used as evidence to evaluate principal
performance on Standard 2:	5 The Principal
portormance 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 Closin	Closing Gap
ELA	87.8	85.9	-1.9	91.5	9.88	-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 =	1		. 3	Objectives met =		3	Objectives met =	4	3	3
*preliminary district data	istrict data									

LHSAP % Passing

2010	Goal	GAP	2011	Goal	GAP	2012	Goal		Closing Gap
92.9	84.1	-8.8	93.5	84.1	-9.4	94.7	84.1	-10.6	yes
Objectives met =	et=	7	Objectives met =	3t =	1	Objectives met =	∋t=	廿	H

The percent passing requirements to earn points on the EOC report card are as follows:

of 8

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2012 Total HSAP Objectives Met =

HSAP: 63.1 = 3 points, 83.0 = 4 points, 93.0 = 5 points

LSHAP: 84.1 = 3 points, 94.3 = 4 points, 97.0 = 5 points

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	0.89	-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 =			au	Objectives met =		၁ <u></u>	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

0£8 2012 Total EOC 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

2010 SAT				2011 SAT				2012 SAT				Closing
Composite	State	National	GAP	Composite	State	National	GAP	Composite	State	National	GAP	Gap
1508	1447	1509	-61	1473	1427	1500	-46	1479	1431		1498 ~48	yes
Objectives met =			T.	Objectives met =			1	Objectives met =	1		T	7

2010 ACT Composite State	Natíonal	GAP	2011 ACT Composite	State	National	GAP	2012 ACT Composite	State	National	GAP	Closing Gap
20.0	21.0	-3.2	22.6	20.1	21.1	-2.5	22.2	20.2	21.1	-2.0	yes
		T	Objectives met =			1	Objectives met =				7

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

of 4 4 2012 Total ACT & SAT Objectives Met =

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	ou	63.4	73.7	yes	73.7	81.7	yes	yes
Objectives met			0	Objectives met =		1	Objectives met	let =	Ţ	

9th GR Sucess	2011	2012	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	76.6	92	ou	92	8.98	yes	8.98	86.5	ou
Objectives met	Ü,		0	Objectives met =		1	Objectives m	s met =	0

260 out of 311 first time 9th graders

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2012 Total Grad Rate Objectives Met = 2 of 3

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.

0	et =	Objectives met =	0		Objectives met =	1			bjectives met =
no	390	418	ñо	418	946	yes	446	414	
Met Goal	2012	2011	Met Goal	2011	2010	Met Goal	2010	2009	Taken
									AP Tests

AP % Passing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	43	55	ou	44.2	26	no	46.9	TBA	. no	yes
Objectives met			0	Objectives met =		0	Objectives mer	et =	0	

IB Tests Taken	2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	230	274	yes	234	202	uo	202	TBA	no
Objectives met	JI		1	Objectives met =		0	Objectives met	et =	0

	$\overline{}$	
Closing Gap	TBA	0
Met Goal	ou	0
State	TBA	1et =
2012		Objectives met =
Met Goal	ou	0
State	65.8	
2011	59.4	Objectives met =
Met Goal	ou	0
State	6.89	
2010	37	
IB % Passing		Objectives met

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2012 Total AP and IB Objectives Met = 1 of 6	í

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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
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9/19/2012

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.

<u>Criteria:</u> 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.

₩ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
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.	 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. 	 Rarely seeks and/or adequately allocates resources to achieve sche and district goals. Plans and administers budgeting a purchasing, with little attention to local, state, and federal requirements. Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessmen 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 refine on an inconsistent basis, procedur for the security and safety of all personnel and students. Does not ensure the maintenance of a clean and aesthetically pleasing school environment.
Other local criteria:	Other local criteria:	Other local criteria:

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.

<u>Criteria:</u> 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.

♂Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. Other local criteria: 	 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. Other local criteria: 	 Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration amo 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 consistentlenforce standards for appropriate student behavior according to local state, and federal requirements. Rarely manages conflict and crisis situations in an effective and timel manner. Infrequently deals with student misconduct in a prompt and effective manner. Other local criteria:

Standard 5: School/Community Relations

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

<u>Criteria:</u> 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.

îxemplary	□ Proficient	□Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	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:	 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:	 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 communit 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:

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.

<u>Criteria:</u> 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.

□ Exemplary	₩ Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. 	 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 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

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.

<u>Criteria:</u> 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.

□ Exemplary	1 Proficient	□ Improvement Needed
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:
 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. 	 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. 	 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.
Other local criteria:	Other local criteria:	Other local criteria:

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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
 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. Other local criteria:	 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. Other local criteria: 	 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. Other local criteria:

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.

<u>Criteria:</u> 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.

The principal's performance is characterized by most of the following: 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. The principal's performance characterized by most of the following: 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.	characterized by most of the following: Develops and implements an inappropriate plan for professional development. Does not establish or maintain a professional network with other administrators.
 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 plan for professional development. Establishes and maintains a limited professional network with other administrators. Complies with district and state professional development requirements. 	inappropriate plan for professional development. Does not establish or maintain a professional network with other administrators.
 Participates in staff development activities to understand the complex role of teaching and effective instructional practices. Typically participates in staff development activities to understand the complex role teaching and effective instructional practices. 	professional development requirements some of the time. Infrequently participates in staff development activities to understand
Other local criteria: Other local criteria:	Other local criteria:

Pre-Planning Goals 2012-13

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

Committees. We will struingto but for SC-ASCO Boards Promotted finest award warning souther Gearly progress has resulted in yourstand, pertornance on on insultanies of and chinate messures Hap up the outstanding contillections! We are UMBURA is commanded for leading you school to be come a Umanda is interested in propessional learning why proud of yours gone attainment.

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Principal Summative Evaluation Form 2011-12

rincipal's Name:Amanda O'Nan	School Year: 2011-12		
school:Hilton Head Island High	District: Beaufort Cour	Beaufort County School District	
PERFORMANCE STANDARD		RATING PROFILE	
	EXEMPLARY	PROFICIENT	IMPROVEMENT
L. Vision	65	Do another In I want	
2. Instructional Leadership			
3. Effective Management	1		
1. Climate	1		
5. School/Community Relations	,	and the same of th	
5. Ethical Behavior			
7. Interpersonal Skills		constituting (A CONTRACTOR AND AND AND AND AND AND AND AND AND AND
3. Staff Development	7		
3. Principal's Professional Development			
OVERALL RATING			

Approvided OUM

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.

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

				EUUS	ZUIZ PASS	: % or stude	2012 PASS: % of Students Scoring Met and Above	let and Ab	ove			
			2009			2010			2011			2012
		BCSD	STATE G	GAP to STATE	BCSD	STATE GA	GAP to STATE	BCSD S	STATE GAP to STATE	STATE BCSD	STAT	GAP to STATE
	Writing	64.8	68.9	-4.1	65.5	71	-5.5			1		
E 9l	ELA	73.4	78.0	-4.6	77.3	80.7	-3.4	78.1	80	-1.9 79.8	3 80.3	. C
וגפכ	Math	59.8	67.1	-7.3	64.4	70	-5.6	69.1	70.4	-1.3 71.8		8.0-
9	Science	58.6	61.6	د -	48.4	55.7	-7.3	58.2	8.09	-2.6 59.2) [
	Social Studies	63.0	74.4	-11.4	61.3	73.2	-11.9	72.2	76.6	-4.4 70.3		5.43
Varazara	Writing	66.5	70.1	-3.6	69.1	72.3	-3.2					
† ə∣	ELA	71.9	75.6	-3.7	75.6	76.5	6.0-	77.6	78	-0.4 77.7	78.7	<u>г</u>
irad	Math	76.5	76.8	-0.3	77.9	76.7	1.2	82.5	79.4	3.1 79.5		
9	Science	68.0	68.7	-0.7	66.7	69.3	-2.6	69.1	70.9	-1.8 72.5		-13
	Social Studies	78.4	79.8	-1.4	73.7	76.2	-2.5	77	77.1	-0.1 79.9) [
	Writing	74.1	73.2	6.0	73.1	74.5	-1.4	77.5	77.7	-0.2 71.7		1 8 1.
ςə	ELA	80.3	80.0	0.3	77.9	78.1	-0.2	79.8	78.3	1.5 75.6		0. C-
rad	Math	71.6	73.5	-1.9	71.6	71.3	6.3	77.6	75.3	2.3 76.4		6.0
9	Science	67.5	68.3	-0.8	63.6	99	-2.4	64.8	64.9	-0.1 68.7		-3
	Social Studies	64.9	70.0	-5.1	66.3	66.1	0.2	6.69	70.4	-0.5 70.8		6.0
ales de la constanta	Writing	9.69	70.3	-0.7	71.1	71.9	-0.8				aud norseyessesses	
9 ə	ELA	69.4	71.7	-2.3	70.8	72.2	-1.4	71.3	70.2	1.1 69.2	69.7	-0.5
rad	Math	62.9	70.3	-4.4	69.2	70.3	-1.1	73.3	72.5	0.8 72.6		7
9	Science	58.2	64.0	-5.8	55.9	6.09	-5	63.3	64.9	-1.6 61.6		-4.5
	Social Studies	80.9	79.6	1.3	79.3	79.4	-0.1	75.7	77.6	-1.9 76.4		-1.4
n en	Writing	71.7	70.1	1.6	69.5	69.7	-0.2					
	ELA	68.8	68.7	0.1	70.2	69.2	Н	70.5	68.4	2.1 71.1	71.4	-0.3
irad	Math	9.89	69.4	-0.8	67.5	- 29	0.5	73.1	69.7	3.4 72		0.4
9	Science	0.69	71.1	-2.1	75.9	73.4	2.5	70	71.7	-1.7 71.7		-3.1
	Social Studies	61.8	60.2	1.6	64	62	2	63	63.4	-0.4 67.1		-1.6
	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
8 əl	ELA	65.7	67.5	-1.8	64.6	63.7	6.0	70.7	67.8	2.9 70.2	69.8	0.4
rao	Math	61.4	62.7	-1.3	63.7	63.4	0.3	70.8	69.5	1.3 66.8	9.89	-1.8
9	Science	63.6	62.3	1.3	8.99	67.7	6.0-	73.7	70.1	3.6 76.8		4.1
	Social Studies	6.99	9.69	-2.7	8.69	8.89	1	70	71.9	-1.9 61.8		9.6-
			9	6 of 30		11 (of 30		11 of 26			6 of 26

The such wil evaluations



Margan

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, Ph.D.

Valerie P. Truesdall

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	9.88	-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 =	1=		2	Objectives met =		3	Objectives met =	#= #	3	3

*preliminary district data

LHSAP % Passing

2010 G	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 =	-		Objectives met =	at =	100	Objectives met =	et =		4. 1. 1. 1. 1. 1. 1. 1. 1. 1. 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 LSHAP: 84.1 = 3 points, 94.3 = 4 points, 97.0 = 5 points

9 19 œ 2012 Total HSAP Objectives Met =

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.

1 (1.044)	T		1 . 2		1
Closing Gap	ves	ves	χθΛ	ou uo	က
GAP	-1.0	-1.3			3
State	81.7	76.3	74.0	52.8	
2012	82.7	77.6	83.5	51.1	Objectives met =
GAP	10.2	-6.6	-2.7	-17.3	. 3
State	82.1	68.0	72.5	49.7	
2011	71.9	74.6	75.2	67.0	Objectives met =
GAP	7.0		-1.9	7.4	1
State	80.2		73.7	46.3	
2010	73.2		75.6	38.9	
End of Course	Algebra I	Biology	English I	U. S. History	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

6 of 8 2012 Total EOC 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

		Γ	
Closing	Gap	Ves	1
	GAP	-48	1
	National	1498	
	State	1431	
2012 SAT	Composite	1479	Objectives met =
	GAP	-46	1
	National	1500	
	State	1427	
2011 SAT	Composite	1473	Objectives met =
	GAP	61	7.2.2.2
	National	1509	
	State	1447	
2010 SAT	Composite	1508	Objectives met =

2010 ACT Composite	State	National	GAP	2011 ACT Composite	State	National	GAP	2012 ACT Composite	State	National	Closing GAP Gap
3.2	20.0	21.0	.3.2	22.6	20.1	21.1	-2.5	22.2	20.2	21.1	-2.0 yes
jectives met =			1	Objectives met =			T.	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

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.

	net =	Objectives met =	1		Objectives met =	0			ojectives met
yes yes	81.7	73.7	yes	73.7	63.4	no	63.4	72.7	
Met Goal Closing Gap	2012	2011	Met Goal	2011	2010	Met Goal	2010	2009	Rate
本公子等 化二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十									Graduation

9th GR Sucess	2011	2012	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
	76.6	26	no	9/	8.98	yes	86.8	86.5	no
Objectives met	=		0	Objectives met =		1	Objectives m	s met =	0

260 out of 311 first time 9th graders 2012 Total Grad Rate Objectives Met =

of 3

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.

0		410 Objectives met =	0		Objectives met =		2		Objectives met
ou	390	418	ou	418	446	yes	446	414	
Met Goal	2012	2011	Met Goal	2011	2010	Met Goal	2010	5009	Taken
									AP Tests

assing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	43	55	ou	44.2	99	no	46.9	TBA	no	yes
	es met =		0	Objectives met =		0	Objectives m	et =	0	

2009	2010	Met Goal	2010	2011	Met Goal	2011	2012	Met Goal
7	230 274	4 yes	234	202	ou	202	TBA	OU
1		1	Objectives met =		0	Objectives n	let =	0

IB % Passing	2010	State	Met Goal	2011	State	Met Goal	2012	State	Met Goal	Closing Gap
	37	689	ou	59.4	65.8	no		TBA	ou	TBA
Objectives met	=		0	Objectives met =		0	Objectives met	let =	0	0

of 6	
T	
ectives Met =	
P and IB Obj	
2012 Total AP and IB Objectives Met	

	39553		23.65
1.22	55533		84.70
10000	319235	100	75.5
2023	35.00	147134	3,533
1	3266	100	9.00
10000	30000		33.0
1 3 3 3 3	200	1.0	100
	22000	6.75%	0.93
-	1000000	33,000	110.0
l OI	323435	6.56	100
	100000	1999	
	3555	1000	0.00
	2353	1,21,147	11.1
100000	120000	40000	
L (A)	1000000	100000	
1 1	15000	133733	10.30
	15055		
	130755	43.453	100
	29936	198,000	1000
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1 61	13 XX		10.00
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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

				0
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	Gold .	Silver	Closed Achievement GAP	es Met =
Met AYP	Palmetto Gold	Palmetto Silver	Closed A	Objectives Met

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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
	characterized by most of the	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
J		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.	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 some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.	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
	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.	of the school. Communicates the school's vision, goals, plans, and priorities to staff,
_		Implements, evaluates, and refines selected portions of the plan of action for achieving the school's	Fails to implement, evaluate or refine
	Other local criteria:	vision. Other local criteria:	the plan of action for achieving the school's vision. Other local criteria:

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:

Grad Rate 88,9%

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

04 05	me gaing	profile on the appr	ropriate summative eval	uation sneet.
88.93	Ama	Name of Princip	O' NAn	8:22-16 Date
	Na Na	f Cy me of Superintend	CM055 ent/Designee	8:22./L Date
4.	F	<u>5</u>	Comb	Dist
ASI	10.8	677	69.3	19.3
3.00 logg	80.0	84.0	81,9	79.8
Ey I	93.2	67.8	08191	78.0
Ey I us Dory	81.8	73.9	796	73. 3
March 2015	82.0%	14.2	-185	17.8

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
The principal's performance is	The principal's performance is	The principal's performance is
characterized by most of the	characterized by most of the	characterized by most of the
following:	following:	following:
Sets and communicates high		Rarely sets and communicates high
	high standards for	standards for curricular/instructional
curricular/instructional quality and	curricular/instructional quality and	quality and student achievement.
4	student achievement.	
	Demonstrates some proficiency in	Demonstrates little proficiency in
Demonstrates proficiency in	analyzing research and assessment	
	data.	data.
· ·	Ensures the use of data from most	
L_	state and locally mandated	Rarely ensures the use of data from
	assessments and educational	state and locally mandated assessments
	research to improve curriculum,	and educational research to improve
	instruction, and student	curriculum, instruction, and student
1 -	performance.	performance.
i i	Routinely observes staff and/or	
	assists in the implementation of	Infrequently observes staff or assists in
Observes staff and assists in the		the implementation of effective
	1	teaching and assessment strategies to
		promote student learning.
	Monitors and evaluates the	·
	effectiveness of most instructional	
and the same		effectiveness of instructional programs
		to promote the achievement of student
μ	standards.	learning standards.
achievement of student learning		
standards.		
Other local criteria:	Other local criteria:	Other local criteria:
Other local criteria:	Other local criteria:	Other local criteria:

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

117	nprovement Needed level. Exemplary	Proficient	Improvement Needed
	1	1	The principal's performance is characterized by most of the
			following:
	following:	following:	ionowing:
/	Seeks and allocates resources to	Often seeks, and/or adequately	Rarely seeks and/or adequately
	achieve school and district goals.		allocates resources to achieve school
	defileve school and district goals.		and district goals.
	Plans and administers budgeting	Plans and administers budgeting	and district godier
	and purchasing according to all		Plans and administers budgeting and
f	relevant local, state, and federal		purchasing, with little attention to local,
	requirements		state, and federal requirements.
		Screens, recommends, and assigns	state, and receim requirement
	Screens, recommends, and assigns		Seldom screens, recommends, and
	staff in a timely manner based on		assigns staff in a timely manner based
	school needs, assessment data, and	requirements, with some use of	on school needs, assessment data, or
H	local, state, and federal	school needs information and	local, state, and federal requirements.
	requirements.	assessment data.	· · · · · · · · · · · · · · · · · · ·
		Typically manages the supervision	Demonstrates little ability to manage
	Manages the supervision and	and evaluation of staff in	the supervision or evaluation of staff in
	evaluation of staff in accordance	accordance with local, state, and	accordance with local, state, and
	with local, state, and federal	federal requirements.	federal requirements.
	requirements.	Implements, evaluates, and refines,	_
		as necessary, procedures for the	Implements, evaluates, and refines, on
	Implements, evaluates, and refines,	security and safety of all personnel	an inconsistent basis, procedures for
,	as necessary, procedures for the		the security and safety of all personnel
	security and safety of all personnel	Ensures the maintenance of a clean	and students.
	and students.	and aesthetically pleasing school	
		environment most of the time.	Does not ensure the maintenance of a
	Exsures the maintenance of a clean		clean and aesthetically pleasing school
-	and aesthetically pleasing school		environment.
	environment.		
	Other local criteria:	Other local criteria:	Other local criteria:
	· ·		
			<u> </u>

Circle Rating: IN \mathbf{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
The principal's performance is	The principal's performance is	The principal's performance is
characterized by most of the	characterized by most of the	characterized by most of the
following:	following:	following:
Initiates and maintains strategies to	Initiates and maintains strategies to	Misses opportunities to initiate or
promote collegiality and		maintain strategies to promote
collaboration among the staff.		collegiality and collaboration among
Involves parents, students, and the		the staff.
community in efforts to create and	Involves some parents, students,	
maintain a positive learning	and community members in efforts	Involves few parents, students, or the
environment.	to create and maintain a positive	community in efforts to create and
	learning environment.	maintain a positive learning
Establishes and supervises	_	environment.
programs that promote positive	supervises programs that promote	
social, emotional, and intellectual		Does not establish or adequately
growth for all students.	intellectual growth for all students.	
		positive social, emotional, and
Establishes and enforces standards	· - ·	intellectual growth for all students.
for appropriate student behavior	behavior according to local, state,	Ç
according to local, state, and	and federal requirements.	Neglects to establish or consistently
federal requirements.		enforce standards for appropriate
		student behavior according to local,
Manages conflict and crisis	timely manner the majority of the	state, and federal requirements.
situations in an effective and timely	time.	
manner.	Usually deals with student	Rarely manages conflict and crisis
	misconduct in a prompt and	situations in an effective and timely
Deals with student misconduct in a	effective manner.	manner.
prompt and effective manner.		
		Infrequently deals with student
Other local criteria:		misconduct in a prompt and effective
		manner.
		Other local criteria:
Circle Rating: (E) P I	N U	

March 2015

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

	□Exemplary	Proficient	Improvement Needed
	The principal's performance is characterized by most of the	The principal's performance is characterized by most of the	The principal's performance is characterized by most of the following:
	following:	following:	lonowing:
	Develops an effective and interactive communications plan and public relations program.	Develops a somewhat effective and interactive communications plan and public relations program.	Does not develop an effective and interactive communications plan and public relations program.
	Participates in school community activities.	Participates in selected school community activities.	Rarely participates in school community activities.
ľ	and students in needs assessment, problem solving, and decision making for school improvement.	Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.
	Responds to diverse community interests and needs.	Responds to diverse community interests and needs in most cases.	Rarely considers diverse community interests and needs.
ك	Creates and sustains a variety of opportunities for parent and community involvement in school activities.	Creates and sustains some opportunities for parent and community involvement in school activities.	Misses opportunities for involving parents and the community in school activities.
	Collaborates with staff to develop effective strategies for parents and	Collaborates with staff to develop	Seldom collaborates with staff to develop strategies for parents and the
	the community to support students' learning.	strategies for parents and the community to support students' learning.	community to support students' learning.
	Other local criteria:	Other local criteria:	Other local criteria:

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
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
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.	to improve student learning and to accomplish school and district goals. Models respect, understanding, sensitivity, and appreciation in most circumstances.	accomplish school and district goals. Inconsistently models respect, understanding, sensitivity, and appreciation for all people. Usually adheres to local, state, and
Other local criteria:	Other local criteria:	Other local criteria:

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. Improvement Needed **Proficient** Exemplary The principal's performance is The principal's performance is The principal's performance is characterized by most of the characterized by most of the characterized by most of the following: following: following: Inconsistently demonstrates respect for Demonstrates respect for others Demonstrates respect for others. others. with few exceptions. Elicits and responds to feelings, Seldom elicits and responds to feelings, needs, concerns, and perceptions of Typically elicits and responds to needs, concerns, and perceptions of feelings, needs, concerns, and others to build mutual others to build mutual understanding. understanding. perceptions of others to build mutual understanding. Usually does not communicate Communicates effectively with effectively with stakeholders to support stakeholders to support school and Typically communicates school and district goals. effectively with stakeholders to district goals. support school and district goals. Inconsistently recognizes or uses skills Recognizes and effectively uses and strategies for problem solving, Generally recognizes and skills and strategies for problem consensus building, conflict resolution, splving, consensus building, effectively uses skills and stress management, and crisis strategies for problem solving, conflict resolution, stress consensus building, conflict management. management, and crisis resolution, stress management, and management. Oral and/or written communication crisis management. skills hinder effective interactions with Uses appropriate oral and written stakeholders. Uses appropriate oral and written communication skills. communication skills on most occasions. Other local criteria: Other local criteria: Other local criteria:

Circle Rating: Evidence/Suppor	ting Data:	ſ	114	O		

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
	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
	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.		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.
	staff growth as the basis for evaluating the success of the staff	staff growth as the basis for	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.
	Encourages staff to set goals for professional growth.		Inconsistently encourages staff to set goals for professional growth.
	and uses coaching skills to	Usually shares effective teaching	Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.
-	fistributed leadership.	distributed leadership.	Sometimes encourages and develops distributed leadership. Other local criteria:

		1		•	
Circle Rating:	/ E		P	IN	U
Evidence/Suppor	hing P	Sata:			

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

	ovement Needed level. Exemplary	Proficient	Improvement Needed
The principa	al's performance is	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:
appropriate produced development and district grand Establishes a professional administrato Complies with professional requirements activities to	plan for professional to consistent with school goals. and maintains a network with other rs. At district and state development s. An staff development understand the complexing and effective	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.	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.
Other local	criteria:	Other local criteria:	Other local criteria:

Circle Rating: Evidence/Supportin	E/ g Data	P	IN	U			
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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.

<u>Criteria:</u> 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:	i	

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.

 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 mula 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 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: 	С
 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 mu 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 assessment 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 constituencies in an accurate manner. Other local criteria: Rating: E P IN U Evidence/Supporting Data: 	ic r ats to

Principal's Summative Evaluation: Independent Rating Form

Principal's Name:	Amanda	O'NAW	School Year:	2015-16
School:	HHI	Hoch	District:	BSSB
	, 			,

	Rating Profile				
Performance Standard	Exemplary	Proficient	Improvement Needed	Unsatisfactory	
Vision					
Instructional Leadership					
Effective Management	4				
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

Decision Matrix				
	Student Growth			
Professional Practice	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 Prin	200 8/ ncipal Date	22 IV Signarius	Ma of Evaluator	8 22-16 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.

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.

Name of Principal

Name of Superintendent/Designee

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.

<u>Criteria:</u> 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.

□ Exemplary	Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria: 		
	40 0 1			

Evidence/Supporting Data:	with	Comment.	Speaks	at	Comm Kivic
910000		7			

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.

<u>Criteria:</u> 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.

t-Exemplary	□ Proficient	□ Improvement Needed	
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	
 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. 	 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. 	 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. 	
Other local criteria:	Other local criteria:	Other local criteria:	

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 hu Freed back loop Visiche in halls. Master schedule built ground single shots. IB drives about it structured Cacistons. Articulation on Curricular. Rollection sheets on Goodes - Fact 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.

<u>Criteria:</u> 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.

T Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:		
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria:		
				

Standard 4: Climate

Evidence/Supporting Data: Data:

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.

□ Exemplary	Proficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria: 		

Standard 5: School/Community Relations

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

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	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. 	 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. 	 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:	Other local criteria:	Other local criteria:		
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Evidence/Suppo	rting Data: Lu	the (Lommui	大 - Lives	4 min, Away	
Different	Carch	even 2	malles	- Town Co	uncil - Notive	Island
	Meety ze.					
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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.

<u>Criteria:</u> 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.

-Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. 	 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 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Evidence/Supporting Data:	Rules o	Policies	Oure	Sollower.	Moral	Conpass
Anne.		* 1 1			4	,
- (V-V-)			1	, , , , , , , , , , , , , , , , , , ,		en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de

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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. 	 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. 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Evidence/Supporting Data:	munication	Exception!	Road all	encids o
returns phone cal	la Willin to	next parents.	Student	Communication
4 respect Goca	1			
				,

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 istrict goals.

<u>Criteria:</u> 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.

□ Exemplary	□-Proficient	□ Improvement Needed	
 The principal's performance is characterized by most of the following: 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. Other local criteria: 	 The principal's performance is characterized by most of the following: 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. Other local criteria: 	Improvement Needed The principal's performance is characterized by most of the following: 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. Other local criteria:	

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 guartons.

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.

<u>Criteria:</u> 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.

□ Exemplary	T roficient	□ Improvement Needed		
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:		
 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. 	 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. 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Personal Networky 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.

Name of Principal

Date

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.

<u>Criteria:</u> 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.

□ Exemplary		₽ Proficient	□ Improvement Needed	
The principal's performance is characterized by most of the following:		The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	
so si c d fo	nvolves stakeholders (e.g. chool and district personnel, tudents, families, and ommunity members) in the evelopment of a broad vision or the school that is compatible with the district's mission and ision.	• 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.	 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 	
to p	Collaborates with stakeholders of establish goals, develop a lan, and to set priorities onsistent with the vision of the chool.	Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.	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.	
v p	Communicates the school's ision, goals, plans, and riorities to staff, students, arents, and community on a egular basis.	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.	Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.	
re	mplements, evaluates, and efines the plan of action for chieving the school's vision.	Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	Fails to implement, evaluate or refine the plan of action for achieving the school's vision.	
Other	r local criteria:	Other local criteria:	Other local criteria:	
	10 10 10 10	10 @ -	So k f O King	
Evideno	ce/Supporting Data:	. With Comments. =	peaks at Comm/Civic	

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.

<u>Criteria:</u> 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.

t Exemplary	□ Proficient	□ Improvement Needed	
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:	
 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. Other local criteria: 	 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. Other local criteria:	 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. Other local criteria: 	

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 Freed back loop

15 idle in halls, Master schedule brief ground single shots. IB

Arries alst at instructional Clecisions, Articulation on Curriculan.

Reflection sheets on Goodes - Fact Moetry 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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. Other local criteria:	 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. Other local criteria: 	 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. Other local criteria: 		
Vidence/Supporting Data:	n secolor -2 in/20	A - Budget is great-		

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.

<u>Criteria:</u> 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.

□ Exemplary	Proficient	□ Improvement Needed	
The principal's performance is characterized by most of the following:	The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	
 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. Other local criteria: 	 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. Other local criteria: 	 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. Other local criteria: 	
	<u> L</u>		

Evidence/Supporting Data: Defect year of Personnul & Stadent Fragres.

Standard 5: School/Community Relations

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

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:	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: 	 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:	 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:
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Evidence/Suppo	orting Data: Lu	the (Lommei	ty - Lives	4 min.	Away
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	Meetigs.	_ / 1				
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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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed	
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	
 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. 	 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 	 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. 	
Other local criteria:	Other local criteria:	Other local criteria:	

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.

<u>Criteria:</u> 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.

Exemplary	□ Proficient	□ Improvement Needed		
The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
 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. 	 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. 	 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. 		
Other local criteria:	Other local criteria:	Other local criteria:		

Evidence/Supporting Date	ta: Coumu	nication	Exce	droul!	Road all	enciels o
returns phone	colle	Willin la	nect	parents.	Student	Communication
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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 strict goals.

<u>Criteria:</u> 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.

□ Exemplary	Proficient	□ Improvement Needed		
characterized by most of the	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:		
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.	 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. Other local criteria:	 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. Other local criteria: 		

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 guartons.

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.

<u>Criteria:</u> 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.

□ Exemplary	Troficient	□ Improvement Needed	
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by most of the following:	The principal's performance is characterized by most of the following:	
 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. 	 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. 	 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. 	
Other local criteria:	Other local criteria:	Other local criteria:	

Evidence/Support	ting Data: Time	15	a chall	our.	Altended	IB- H57W-
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Signature of Principal	Date	Signature of E	valuator	Date
				
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Commendations and/or Re	oommondatio	ne•		
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Name of Principal				

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.

15 - 20 Minute Observational Tool

	Teach	ier:	O Nor		Segment:	first	middle la	est	
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	4. Inclu	s speciiic obje ides objective ysis, and synt	ctives for lessons. s emphasizing direct hesis.	instruction of higher order	thinking skills, including	ng comparison	, classification, in	duction, deduction,	
,	5. Com 6. Com	municates on municates cri	how and when stude teria for satisfactory	ents will be evaluated. to excellent performance.					
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ζ.	10. Sequ 10 Keep	iences instruc s students eff	tional activities in a li lectively engaged,	logical order.					
	12. Desi	gns lessons to s ongoing mor	o include teacher and nitoring of student pr	or student modeling.					
	15. Plan	s to use multi	back to make change ple and varied assess tology in lessons,	s in lessons and differentis sments, including performs	ite instruction to meet n nce-based tasks.	eeds of all stu	dents.		





MEMORANDUM

TO:

Amanda-O'Nan

Principal, HHIHS

FROM:

Dr. Sean Alford

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



T/

MEMORANDUM

TO:

Amanda O'Nan

Principal, HHIHS

FROM:

Dr. Sean Alford

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:

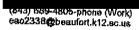
Dr. Jackie Rosswurm

Dr. Valerie Truesdale

Hilton Head High School 70 Wilborn Rd. Hilton Head, SC 29926 643-689-4800 Phone 843-689-4947 Fax

FAX SHEET

To: 1)		A Policy
From: As Divine	Fax# 322-2371	, ,
rimanda UNCON	Date: 3/11/05	
Pages:		·
	Re:	



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,

F Amenda O'Nar

Α'

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	Amounda	" 2.0'1/an
	(PLEASE)	PRINT NAME	E)

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.

SUBSTITUTE SIGNATURE

1/19/07
DATE

State of Florida

Popartment of Education Tofessional 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, Director Division of Professional Educators



Martin, Cust

Charlie Crist Commissioner of Education To whom it may concern,

and person. Her strength and dedication inspire me. She is constantly educating her students. Every moment with her is a feachable 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, John Delli



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'Nans 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