



HCHS BULLDOG NEWS

SCHOOL IMPROVEMENT EFFORTS: SPOT-LIGHT ON INSTRUCTION

The leadership of Hancock Central High School is committed to the success of every student in the building. As such, the team meets regularly to discuss a variety of student– centered issues such as attendance, discipline, and achievement. During these meetings the members of the team provide updates on student progress and discuss ways to assist learners in achieving their goals.

After reviewing student achievement data, focus walk data, and numerous discussions with instructors, the leadership team of HCHS has identified several key goals that will drive professional learning and instruction for the 2016-2017 school term.

School Goals

- By May 2017 students will demonstrate a 125 point increase in Lexile levels as measured by the Reading Inventory Screener.
- By May 2017 all teachers will understand how to design and implement engaging lessons with the appropriate levels of rigor and differentiation.
- By May 2017 Students will demonstrate a 10% increase in math proficiency as measured by both the Math Inventory Screener and state assessments.
- By May 2017 Hancock Central High School will increase the number of students who are College and Career Ready.

ADMINISTRATION MEETS WITH STUDENTS

In an effort to convey the importance of testing, the administration met with students during their ELA classes to discuss the status of the school, the importance of testing, and how students, teachers, and leaders can work together to ensure that students are achieving at high levels.

Among the topics discussed were the opportunities that testing creates for students. Tests such as the PSAT, SAT, and ACT are used by college admissions and may determine whether students also qualify for scholarships. The ASVAB is used to determine what branch of the military a student may enter as well as the student’s rank within the military.

During these presentations, students were encouraged to seek assistance from administrators and the counselor to begin developing a post-secondary plan. Please contact Mr. Carlton Stewart, HCHS school counselor if you have any questions about testing and/or post-secondary options for your child: cstewart@hancock.k12.ga.us



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SAVE THE DATE

- Financial Aid Workshop– October 27th and December 8th
 - SAT– Nov. 5th, must register by Oct. 25th by phone or online
 - ACT –February 11th
- Please contact guidance counselor for information about testing and post-secondary planning.



LITERACY FOCUS

“There are Lexile levels associated with reading material for virtually every field.”

READING INVENTORY

This year, students at HCHS took the Reading Inventory screener that measures the students’ Lexile level. The results from this screener will be used to assist students in choosing reading material at his/her level. Teachers will share the results with students during conferences and use them to provide individualized learning opportunities for students. We encourage you to talk to your child and their teacher about how Lexile information will be used to increase student achievement.

LEXILE MEASURES

The Lexile framework is a research-based measure of an individual’s reading ability. By measuring the individual’s ability to work through text at different levels of complexity, it shows us the degree to which a student can understand material without the direct assistance of a teachers.

Why is a student’s Lexile level important?

Lexile levels are important because as students enter into post-secondary programs (university, technical schools, etc.) , they will encounter increasingly complex texts that they will be expected to understand on their own. In fact, there are Lexile levels associated with reading material for virtually every field:

Business and Administration	(1210 – 1310L)
Education and Training	(1320-1370L)
Health Science	(1260-1300L)
Law and Public Safety	(1420-1740)
Manufacturing	(1200-1310)
Scientific Research and Engineering	(1190-1250)

What does this mean for my student?

Leaders and teachers at HCHS are working together implement research-based strategies that will assist students in increasing Lexile levels. ELA teachers are conferencing students about their scores and will use those scores to plan instruction that will help students become better readers.

What can I do to help my child become a better reader?

Encourage your child to read more at home.

Create an environment that will enable your student to have a quiet space to read.

Encourage your student to check out books that interest him/her.



MATHEMATICS INSTRUCTION

Another key component of the school improvement plan is the recognition that our students need greater support in math. The data confirm that students are not obtaining proficiency and, in a technology and math-driven economy, we must work diligently to ensure that our students are able to successfully compete. Consequently, the leadership has set bold objectives for mathematics instruction that will enable us to better serve all students:

- ⇒ Math teachers are currently working with Oconee RESA to develop lessons with increased rigor.
- ⇒ Math teachers are increasing the amount of differentiation in their lessons.
- ⇒ A math support class has been added to assist students who not yet mastering the standards.
- ⇒ The administration is investigating ways in which other courses that will enhance students' abilities can be added to the schedule.
- ⇒ The administration is working with math teachers to ensure that after school tutorial lessons support the instruction that is happening during the regular school day.

What should every child know and be able to do?

Regardless of the course, there are 8 standards for mathematical practice that every teacher and learner should know. These standards target processes and reasoning skills that are essential for students and applicable across all domains.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

MATH INVENTORY AND MATH 180

In addition to taking a literacy screener, students at HCHS also took a math screener called the Math Inventory. This instrument measures students' math proficiency and allows teachers and students to monitor the student's progress. This tool is important for one simple reason: algebra. Algebra is the fundamental to the success of college students. According to the Math Inventory, a student with a score of 1030 is ready for high school algebra. This information lets us know that if students are to be successful in algebra, we must work on addressing deficits in their foundational skills.

Understanding this important concept, the leadership has implemented, as part of the school's Flexible Learning Plan, a Math Support class. This class utilizes Math 180, a program which specifically targets students who are in need of basic math skills. Students enrolled in this class receive a combination of direct instruction along with computer-based activities.

For additional information about the Math Inventory or the Math Support Class, please contact Instructional Specialist, Zeldia Jones zjones@hancock.k12.ga.us

JOIN REMIND

To receive updates on school activities and events, join our remind:

TEXT @27g86 to 81010

The mission of Hancock Central High School is to prepare scholars for a constantly changing world: socially, physically, and academically.

RESOURCES FOR STUDENTS

www.lexile.com

www.learnzillion.com

www.khanacademy.com

www.ixl.com



RESOURCES FOR PARENTS

http://www2.ed.gov/parents/read/resources/readingtips/part_pg5.html#5

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html#4

<http://theconversation.com/how-to-get-teenagers-to-read-42757>

<http://www.usnews.com/education/blogs/high-school-notes/2015/02/16/how-high-school-teachers-parents-can-encourage-teens-to-read-for-fun>

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