

Hamilton County School District

# Hamilton County High School



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

## Demographics

**Principal: Ryan Mitchell**

Start Date for this Principal: 9/17/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (47%) 2016-17: D (36%) 2015-16: D (35%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Hamilton County School Board on 10/13/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

## School Board Approval

This plan was approved by the Hamilton County School Board on 10/13/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Hamilton County High School's mission is to provide all students with a quality, well-rounded education that will enable them to become productive citizens in an ever-changing global society. We will also team with parents, community, and local businesses to challenge our students to be creative, to foster a respectful attitude for themselves, and to help them experience the joy of life and a love of learning.

#### **Provide the school's vision statement.**

Hamilton County High School will produce, through a rigorous curriculum, prepared young adults who are creative, individual learners, and productive citizens of society. Each individual will be prepared to enter college, trade/vocational school, or the work force with tools needed to be successful..

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Harrison, Donald	Principal	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Principal Harrison is responsible for all aspects of school operations. As the instructional leader of the school, the principal is also responsible for making curriculum decisions that promote student success as well as support instructional growth of teachers.</p> <p>Mr. Harrison and Mr. Ryan Mitchell is responsible for professional development as it relates to the SIP.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Summers, Susan	Instructional Coach	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Dr. Summers is responsible for professional development for Reading/ELA as it relates to the SIP.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Harris, Phyllis	Teacher, Adult	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Ms. Harris is responsible for assessment.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Mitchell, Elizabeth	School Counselor	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Mrs. Elizabeth Mitchell is responsible for assisting students with graduation requirements and guidance.</p> <p>Grade level teachers and department representatives create the lines of communication to and from their disciplines.</p> <p>The Leadership Team clearly communicates to their departments</p>



Name	Title	Job Duties and Responsibilities
		<p>expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Jefferson, Horace	Dean	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Mr. Horace Jefferson is the Dean and responsible for campus discipline in grades 7-12.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Cooks, Marjorie	Assistant Principal	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Ms. Cooks is responsible for curriculum and student support services for grades 7-8.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Mitchell, Ryan	Instructional Coach	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Mr. Harrison and Mr. Ryan Mitchell is responsible for professional development as it relates to the SIP.</p> <p>The Leadership Team clearly communicates to their departments expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.</p>
Deas, Brianne	Teacher, K-12	<p>Each member of the school based leadership team serves a vital role in ensuring that the lines of communication are open between administration and staff as well as making decisions that affect school-based activities throughout the year.</p> <p>Mrs. Brianne Deas is Chair of the SAC and is a classroom teacher and parent. She provides valuable knowledge to the Leadership Team.</p> <p>The Leadership Team clearly communicates to their departments</p>

Name	Title	Job Duties and Responsibilities
		expectations for student academic and social growth. Decisions by the team are data-driven, collaborative, and consensus oriented. The work of the team is driven by the short and long-range goals of the school as expressed through the SIP, Mission and Vision statements.

### Demographic Information

#### Principal start date

Monday 9/17/2018, Ryan Mitchell

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Total number of teacher positions allocated to the school**

53

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%)

	2017-18: C (47%) 2016-17: D (36%) 2015-16: D (35%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	113	165	109	110	105	72	674	
Attendance below 90 percent	0	0	0	0	0	0	0	29	44	31	29	43	11	187	
One or more suspensions	0	0	0	0	0	0	0	2	0	1	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	31	56	35	40	0	0	162	
Course failure in Math	0	0	0	0	0	0	0	27	52	21	9	0	0	109	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	1	2	1	1	5	10	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	7	24	0	0	0	0	31	
Students retained two or more times	0	0	0	0	0	0	0	6	7	10	6	9	8	46	

**Date this data was collected or last updated**

Monday 10/5/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	121	141	91	93	88	85	619	
Attendance below 90 percent	0	0	0	0	0	0	0	18	29	9	16	19	15	106	
One or more suspensions	0	0	0	0	0	0	0	0	8	4	9	11	12	44	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	63	77	41	31	0	0	212	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	1	2	1	5	2	11	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	6	1	0	4	15	3	29	
Students retained two or more times	0	0	0	0	0	0	0	10	16	6	9	17	4	62	

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	121	141	91	93	88	85	619	
Attendance below 90 percent	0	0	0	0	0	0	0	18	29	9	16	19	15	106	
One or more suspensions	0	0	0	0	0	0	0	0	8	4	9	11	12	44	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	63	77	41	31	0	0	212	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	1	2	1	5	2	11

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	6	1	0	4	15	3	29	
Students retained two or more times	0	0	0	0	0	0	0	10	16	6	9	17	4	62	

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	0%	56%	23%	0%	53%
ELA Learning Gains	38%	0%	51%	36%	0%	49%
ELA Lowest 25th Percentile	29%	0%	42%	33%	0%	41%
Math Achievement	37%	0%	51%	24%	0%	49%
Math Learning Gains	42%	0%	48%	34%	0%	44%
Math Lowest 25th Percentile	51%	0%	45%	39%	0%	39%
Science Achievement	39%	0%	68%	26%	0%	65%
Social Studies Achievement	42%	0%	73%	21%	0%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	33%	-33%	54%	-54%
	2018					
Cohort Comparison						
07	2019	28%	28%	0%	52%	-24%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	29%	28%	1%	51%	-22%
Same Grade Comparison		-1%				
Cohort Comparison		28%				
08	2019	32%	33%	-1%	56%	-24%
	2018	37%	37%	0%	58%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
09	2019	38%	38%	0%	55%	-17%
	2018	13%	15%	-2%	53%	-40%
Same Grade Comparison		25%				
Cohort Comparison		1%				
10	2019	17%	17%	0%	53%	-36%
	2018	33%	33%	0%	53%	-20%
Same Grade Comparison		-16%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019	14%	14%	0%	54%	-40%
	2018	17%	16%	1%	54%	-37%
Same Grade Comparison		-3%				
Cohort Comparison		14%				
08	2019	35%	35%	0%	46%	-11%
	2018	33%	33%	0%	45%	-12%
Same Grade Comparison		2%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	25%	26%	-1%	48%	-23%
	2018	30%	31%	-1%	50%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	48%	1%	67%	-18%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	51%	0%	65%	-14%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	38%	0%	71%	-33%
2018	53%	53%	0%	71%	-18%
Compare		-15%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	43%	0%	70%	-27%
2018	35%	36%	-1%	68%	-33%
Compare		8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	31%	1%	61%	-29%
2018	68%	68%	0%	62%	6%
Compare		-36%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	55%	0%	57%	-2%
2018	28%	27%	1%	56%	-28%
Compare		27%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	22	10	29	52		30	31			
ELL	16	41		30	42		23	30			
BLK	14	29	30	18	38	50	23	32	60	67	52
HSP	30	46	27	43	43		44	34		58	
MUL	40	40		42	40						
WHT	43	41	21	51	45	48	52	55	63	84	81
FRL	26	36	30	32	41	55	36	34	67	75	64

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	26	15	22	31	31	28	33			
ELL	9	32		27	33			37			
BLK	19	42	33	17	34	40	24	34	50	68	20
HSP	26	42	50	44	57		36	48	91		
MUL	41	71		36	50		50	69			
WHT	40	50	50	51	55	55	58	64	83	71	54
FRL	25	46	39	29	42	39	34	46	75	53	28
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	23	22	11	25	30	11				
ELL	7	20		25	13						
BLK	13	30	33	10	35	42	10	11		76	36
HSP	18	35	33	24	20		39	10		67	
MUL	50	45		42	36						
WHT	34	40	30	35	39	42	38	35	38	90	54
FRL	19	35	31	21	32	39	21	11	24	79	44

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2



English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component with the lowest performance is ELA Achievement. This area has historically been the lowest area for Hamilton County High school. Students have been weak in this area and as a result we are using more supplemental materials to assist them using Mind Play and iReady.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline was Science Achievement. The reason this occurred was because we had a very inexperienced instructor. We have assigned more PD to assist this teacher. In addition, our most experienced science instructor has been assigned to teach these classes.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to state average was Science Achievement. The reason this occurred was because we had a very inexperienced instructor. We have assigned more PD to assist this teacher. In addition, our most experienced science instructor has been assigned to teach these classes.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was math, lowest 25%. HCHS increased the focus on support for these students and had constant progress monitoring. The efforts of these students were rewarded through various methods to increase their progress.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Two of our potential areas of concern are Reading and Lowest quartile. Emphasis on Algebra 1 EOC and Social Studies EOC will be areas that will be focused upon as well.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increasing ELA Achievement levels
2. Increasing Science Achievement levels.

Increased Professional Development and increased resources will be utilized to assist teachers

improve on these priority areas. Utilizing, Study Island, iReady and MindPlay will be beneficial to the success of our students.

### Part III: Planning for Improvement

#### Areas of Focus:

#### #1. ESSA Subgroup specifically relating to Economically Disadvantaged

##### Area of Focus Description and Rationale:

##### Measurable Outcome:

Person responsible for monitoring outcome: [no one identified]

##### Evidence-based Strategy:

##### Rationale for Evidence-based Strategy:

##### Action Steps to Implement

*No action steps were entered for this area of focus*

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Students in sub groups will need to be identified and assessed to find their deficiency levels. Once this occurs then through the use of iReady, Mindplay, Performance Matters, and Study Island we will track their progress. Bi-weekly meetings with teachers for data chats will occur. Students that are ELL have extra support with dedicated para-professionals to support their needs and assist with interpretations. ESE students also have dedicated para-professionals and teachers to assist them with their understanding of course materials.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school motto for 2020-2021 is "Making a Difference!" Our staff have received T-Shirts with this on them, the photos by their doors have this motto on them. We are trying to make a difference with every student and for each other. We have nominations each month for Instructional and non-instruction person of

the month. In addition, the staff nominates students of the month for each grade level. This helps to raise motivation and builds a positive culture and environment. Stakeholders are asked to help provide gifts for these individuals, thus involving various community members in the process. Each morning during morning announcements "A few words of Wisdom" are given to our students. There are various topics that are addressed during the year to have the students think about something positive that can motivate them to do better. There are lesson plans that accompany these words as teachers can take the messages one step further.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Economically Disadvantaged</b>				<b>\$48,035.05</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0032 - Hamilton County High School	Title, I Part A		\$19,869.00
<i>Notes: Curriculum Associates, INC i-Ready</i>						
	5100	369-Technology-Related Rentals	0032 - Hamilton County High School	Title, I Part A		\$14,017.82
<i>Notes: Destination Knowledge Mind Play</i>						
	6400	310-Professional and Technical Services	0032 - Hamilton County High School	Title, I Part A		\$1,000.00
<i>Notes: Destination Knowledge--Mind Play</i>						
	5100	369-Technology-Related Rentals	0032 - Hamilton County High School	Title, I Part A		\$8,608.11
<i>Notes: PowerSchool Group, LLC</i>						
	5100	369-Technology-Related Rentals	0032 - Hamilton County High School	Title, I Part C		\$1,520.06
<i>Notes: PowerSchool Group, LLC</i>						
	6400	369-Technology-Related Rentals	0032 - Hamilton County High School	Title II		\$1,520.06
<i>Notes: PowerSchool Group, LLC</i>						
	5100	369-Technology-Related Rentals	0032 - Hamilton County High School	Title, I Part A		\$1,500.00
<i>Notes: Renaissance-Freckle ELA student Subscription</i>						
<b>Total:</b>						<b>\$48,035.05</b>