Hamilton County High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 1/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: C (41%) 2018-19: C (46%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* 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 10/11/2022.

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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	63%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Mitchell, Ryan	Principal	Mr. Mitchell serves HCHS as the Principal. His primary roles include ensuring the safety and security of all students and staff and monitoring the implementation and instruction of state assigned standards and benchmarks for each prescribed course. Mr. Mitchell's instructional background allows him the opportunity to review and interpret data from assessments and work with teachers and other instructional staff to create efficient and effective learning environments on campus. Mr. Mitchell also serves as a liaison between the families and communities of Hamilton County and Hamilton County High School.
Kinard, Mary	Assistant Principal	Ms. Kinard serves HCHS as the Assistant Principal. Her primary responsibilities are to assist the Principal in creating and sustaning a safe and secure school for students and staff. In addition to supporting the Principal, Ms. Kinard is tasked with overseeing the day to day function of grades 6-8 at HCHS. She supports the Dean of Students and Guidance departments and works with teachers to review data, assist with planning and instruction, and is the primary contact for the Leader in Me program.
Daniels, Louis	Instructional Coach	Mr. Daniels serves HCHS as the Teacher Support Colleague (TSC) and as the Advanced Placement (AP) coordinator. Mr. Daniels works with the teaching staff to ensure that all planning and assessment requirements are met and assists teachers in ensuring they have all curricular needs met. Mr. Daniels also assists Guidance in reviewing the master schedule and assisting with the scheduling of students.
Deas, Brianne	Teacher, K-12	Mrs. Deas teaches High School Social Studies at HCHS, primarily US History and Government and Economics. Mrs. Deas also serves as the Student Government Association (SGA) sponsor. Mrs. Deas serves as exemplar of an educator who serves her students both in and out of the classroom by the giving of her time and support for them.
Harris, Phyllis	Curriculum Resource Teacher	Mrs. Harris serves HCHS and the Hamilton County School District as the Assessment Coordinator. Her primary responsibilities include the development of a district and school wide assessment calendar, overseeing FAST, SAT, ACT, PERT, and other FDOE assessments that are given to HCHS students.
Mitchell, Elizabeth	School Counselor	Mrs. Mitchell serves Hamilton County High School as the grades 9-12 Guidance Counselor. Her primary responsibilities include creating and editing the Master Schedule, auditing student credit to ensure they are on a path to graduation, consulting with students and families regarding schedules and post-secondary opportunities, ensuring all seniors have met graduation requirements, and assisting with the mental health counseling of students as necessary.

Name	Position Title	Job Duties and Responsibilities
Connelly, Scott	Dean	Mr. Connelly serves HCHS as the Dean of Students in grades 6-8. Mr. Connelly's primary responsibilities include monitoring of student discipline and transitions throughout the school day, providing supervision as assigned before school, during lunch, and after school, and assisting administration in creating a safe and student-centered environment where all students can thrive.
Robinson, Chris	Dean	Mr. Randolph serves HCHS as the Dean of Students in grades 9-12. Mr. Randolph's primary responsibilities include monitoring of student discipline and transitions throughout the school day, providing supervision as assigned before school, during lunch, and after school, and assisting administration in creating a safe and student-centered environment where all students can thrive.
Pierce, Stephanie	School Counselor	Ms. Yarick serves Hamilton County High School as the grades 6-8 Guidance Counselor. Her primary responsibilities include creating and editing the Master Schedule, auditing student credit to ensure they are on a path to promotion in 9th grade, consulting with students and families regarding schedules and acceleration and remediation opportunities, and assisting with the mental health counseling of students as necessary.
Norris, Leighann	Teacher, K-12	Mrs. Norris is a 6th grade math teacher at HCHS. She represented Hamilton County as a Top 5 finalist for the state of Florida's Teacher of the Year in 2020. Mrs. Norris' classroom instruction is phenomenal and her classroom serves as an exemplar for teachers at HCHS and HCES.

Demographic Information

Principal start date
Wednesday 1/5/2022, Ryan Mitchell

Number of teachers with a 2022 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 2022 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.*
2

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
852

Identify the number of instructional staff who left the school during the 2021-22 school year.

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	141	110	148	93	140	116	92	840
Attendance below 90 percent	0	0	0	0	0	0	49	43	57	32	59	53	46	339
One or more suspensions	0	0	0	0	0	0	0	0	31	16	20	19	9	95
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	43	78	39	80	51	33	369
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	29	74	31	11	65	47	307
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	41	27	64	29	45	52	30	288

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/30/2022

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	128	130	135	123	109	91	716
Attendance below 90 percent	0	0	0	0	0	0	0	37	47	41	39	41	25	230
One or more suspensions	0	0	0	0	0	0	0	54	120	53	39	24	8	298
Course failure in ELA	0	0	0	0	0	0	0	1	18	6	7	6	3	41
Course failure in Math	0	0	0	0	0	0	0	0	18	5	3	3	4	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	48	44	61	49	46	33	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	44	42	64	15	27	8	200
Number of students with a substantial reading deficiency	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	38	39	47	48	46	33	251

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	0	8	0	0	5	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	14	0	0	0	0	14

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	128	130	135	123	109	91	716
Attendance below 90 percent	0	0	0	0	0	0	0	37	47	41	39	41	25	230
One or more suspensions	0	0	0	0	0	0	0	54	120	53	39	24	8	298
Course failure in ELA	0	0	0	0	0	0	0	1	18	6	7	6	3	41
Course failure in Math	0	0	0	0	0	0	0	0	18	5	3	3	4	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	48	44	61	49	46	33	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	44	42	64	15	27	8	200
Number of students with a substantial reading deficiency	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	38	39	47	48	46	33	251

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	0	8	0	0	5	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	14	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%		51%				30%		56%
ELA Learning Gains	29%						38%		51%
ELA Lowest 25th Percentile	33%						29%		42%
Math Achievement	26%		38%				37%		51%
Math Learning Gains	37%						42%		48%
Math Lowest 25th Percentile	47%						51%		45%
Science Achievement	34%		40%				39%		68%
Social Studies Achievement	32%		48%				42%		73%

Grade Level Data Review - State Assessments
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	2022					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison						
07	2022					
	2019	28%	28%	0%	52%	-24%
Cohort Comparison		0%				
08	2022					
	2019	32%	33%	-1%	56%	-24%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	14%	14%	0%	54%	-40%
Cohort Comparison		0%				
08	2022					
	2019	35%	35%	0%	46%	-11%
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	26%	-1%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	48%	1%	67%	-18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	38%	0%	71%	-33%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	43%	0%	70%	-27%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	31%	1%	61%	-29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	55%	0%	57%	-2%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	32	41	5	38	62	30	17			
ELL	3	25	33	7	27	40	10	18			
BLK	15	27	33	19	38	47	21	22		79	19
HSP	23	32	33	24	39	42	25	26			
MUL	30										
WHT	34	29	35	35	35	53	51	50	50	92	56
FRL	20	29	36	20	33	44	25	26	44	85	27
2021 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 2019-20	C & C Accel 2019-20
SWD	18	34	29	16	41	43	19	17		92	9
ELL	12	20	20	7	16	27	8	39			
BLK	20	31	27	17	26	26	14	19	23	91	26
HSP	21	26	17	18	20	25	24	49	29	93	38
MUL	18			13	20						
WHT	40	41	32	43	30	36	47	57	58	87	61
FRL	20	30	26	21	25	30	20	34	31	87	37
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	20
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	12
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	32
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	47
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels, subgroups, and core content areas there was a noticeable trend that all areas came in well below the state average of proficiency. In comparing data from previous years, it is noticed that across the board, ELA proficiency and learning gains decreased, math proficiency decreased, and social studies proficiency decreased, with the exception of our black student subgroup. Science proficiency increased across all subgroups. The most notable increase occurred in learning gains for our students in the bottom quartile in both ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest needs for improvement are in ELA, Math, and Social Studies proficiency. This issue has plagued HCHS for many years. As we transition from the Florida Standards to the Benchmarks for Excellent Student Thinking, it is imperative that we work to increase educator knowledge around the expectations of rigor for their new benchmarks as well as the rigor of the items students will be assessed with. A pathway to achieve this is to increase learning gains for all students in all subgroups to ensure they are moving closer to proficiency or above proficiency if they are already at level 3 or above.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors include students continuing to be impacted from the COVID-19 pandemic and loss of a year or more of instruction, decreased stability in instructional staff, and historical low performance on assessments. To combat these issues, strategic planning and resource allotment has been used to place experienced staff with our most vulnerable populations. Additional support has been allocated to courses and grade levels where the gaps are most noticeable and have been identified in anticipation of the data being released. Investments have also been made in real time professional learning for our teachers in regard to the new benchmarks and assessments.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement occurred across the board in learning gains from our bottom 25% subgroup. This increase was expected as there was a great deal of intentional planning and resource allocation to support these students in their learning. There was also a noticeable positive trend in science scores across all of our subgroups as well. Our Hispanic subgroup also showed increases in proficiency in ELA, math, and science.

What were the contributing factors to this improvement? What new actions did your school take in this area?

To increase the learning gains of our bottom quartile students, teachers worked diligently to provide them rigorous instruction at the level of the standard (now benchmark) during their core class, but to provide interventional instruction (whether remediation or acceleration) during support classes. These interventions were identified as areas in which students were struggling or accelerating in relationship to the standard and providing them with opportunities to get support or additional opportunities to apply their learning as needed. Additional sections for interventions have been added and the master schedule and pathways for acceleration that are provided to students are constantly revisited and adjusted as needs for individuals and groups of students present themselves.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be implemented in order to accelerate learning include proactive design of student placement and training of teachers. Based on the data, classroom placement of instructors for the 2022-2023 school year has been done with intentionality based on the strengths of those educators and the support that they will provide. In addition, student coursework and remediation opportunities have also been built into the master schedule as a way to address the gaps that are evident in gaining proficiency of content areas, or expanding on students knowledge if already proficient. To address ELA learning and achievement gaps, reading remediation classes have been built into every student's schedule. The instructors in these classes are highly qualified and experienced and are supported with the tools needed to engage students to address gaps based on assessments and data. In addition, math proficiency has been the targeted objective for critical thinking blocks that are built into the majority of grade levels for all students, and specifically for other students based on need. The driving force behind the instruction in these classes is benchmark aligned and targeted to specific skills that are absent based on the data from the previous year, current progress monitoring, and iReady diagnostics.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided to support teachers and leaders include a twice monthly, year long Teacher Learning Community that is designed to focus on the most impactful instructional research from John Hattie's Visible Learning Strategies. This will provide teachers and leaders the framework to design learning environments in which students can set goals, express what they are learning with a clear understanding, be active participants in the steps of their learning, know what to do when challenges arise and see mistakes and feedback as opportunities for growth. This will give both leaders and teachers the resources they need to work in conjunction to address the ongoing challenge of the proficiency percentage deficit across all students and content areas. In addition, ELA, Social Studies, and Science teachers will participate in professional development in which the goal is to work collaboratively to address benchmarks across the content areas. These PD opportunities will also be provided to both ESE support staff, administration, and district coaches to support during implementation.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

As mentioned above, the continued practice of proactive design for student and teacher placement and teacher professional development will be the highest priority moving forward. After school tutoring opportunities, which are currently grant funded, provide additional opportunities for students to work on benchmarks in which they need additional support. The Teacher Learning Communities (TLCs) and implementation of strategies rooted in research from John Hattie will continue as well. For the 2023-2024 school year, grades 9-12 will also implement Leader in Me, making it a school-wide initiative to assist our students in taking a proactive approach to their academic and behavioral goals. HCHS will also partner with the North East Florida Educational Consortium (NEFEC) to design and support professional learning opportunities for teachers in regards to the BEST benchmarks as well as opportunities for teachers to collaborate with educators from neighboring districts though the Rural Connect structure that is already established.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Positive Culture and Environment specifically relating to Leader in Me Implementation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021-2022 school year, student climate surveys were conducted to measure student perceptions of the academic, social-emotional, and disciplinary environment on campus. Through this data, the need for support was identified. In addition, trends among suspension rates, specifically regarding our subgroups. Leader in Me, being a research-based implementation, focuses on supporting not only students, but both staff and community stakeholders. Through the design of the "7 Habits of Highly Effective Teams", the program will provide the foundational skills required to promote self-efficacy, responsibility, care and concern for others and peers, and tools to regulate student social and emotional challenges.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	One objective of the implementation of Leader in Me is that by utilizing the skills learned, disciplinary referrals will decrease by 65%. The second objective will be a positive shift in perception of the school climate, measured by a 50% increase in positive responses on school climate surveys given to all students, staff, and parents, in both the fall and the spring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through ongoing, weekly communication with school deans to assess the progress of desired behaviors from a grade-level perspective and an overall school measurement. This will ensure that progress is being made toward the goal. The Area of Focus will also be monitored by classroom observations on a weekly basis, specifically concerning Leader in Me content.
Person responsible for monitoring outcome:	Mary Kinard (mary.kinard@hamiltonfl.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	One of the strategies within Leader in Me is the teaching of the Seven Habits of Highly Effective Teams, which include being proactive, synergizing, seeking to understand before being understood, working cooperatively, putting first things first, setting goals to begin with the end in mind, and sharpening the saw.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to Dr. C. Tidd out of Walden University, in their experience with Leader in Me, "administrators at all three schools reported incidence of being called out to handle disputes between students only to arrive upon the scene to find students problem-solving and working through the issues themselves using habit language." This is an example of the research-based strategies that were imperative for Hamilton County High School's campus, based on the need.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Entire staff training over three days on the implementation, structure, and strategies of the Leader in Me Program.

Person Responsible   Mary Kinard (mary.kinard@hamiltonfl.com)

Formation of Staff Lighthouse Team who will be responsible for guiding the day to day implementation of Leader in Me.

Person Responsible   Mary Kinard (mary.kinard@hamiltonfl.com)

Staff Lighthouse Team, along with the Student Lighthouse Team, will work cohesively to develop the school wide Disciplinary Flow Chart. This will ensure that the strategies of the Seven Habits are promoted and utilized throughout the student behavioral support system.

Person Responsible   Mary Kinard (mary.kinard@hamiltonfl.com)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In reviewing the data from the 2021-2022 school year, the low rates of proficiency in mathematics and English Language Arts (ELA) create an immediate need for support in instruction in these critical areas. Proficiency in mathematics was 26%, which is 25 percentage points below the state average of 51%, and proficiency in ELA was 25%, which is 31 percentage points below the state average of 56%. In addressing overall instructional needs as it relates to the implementation of the BEST standards, we will not only address proficiency, but will also increase learning gains for all students and learning gains for students in the bottom quartile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, proficiency in ELA will increase by 8 percentage points, from 25% to 33%. While this is still below the state average, it is a reasonable and achievable goal to achieve. For the 2022-2023 school year, proficiency in Mathematics will increase by 8 percentage points, from 26% to 34%. Again, this is still below the state average, it is a reasonable and achievable goal.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of instructional practices will be done in a variety of ways. First, teachers will submit lesson plans and pacing guides that will be reviewed and monitored to ensure teachers are planning for providing instruction with rigor that meets the needs of the benchmarks. We will also participate in Progress Monitoring Assessments (PMAs) through the Cambium platform as prescribed by the Florida Department of Education. These will be conducted in the Fall and Winter in preparation for the final assessments in the Spring. For our End of Course exams, we will use our local assessment platforms (Performance Matters, PENDA Learning) to measure and monitor student learning.
Person responsible for monitoring outcome:	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	HCHS is taking two approaches to this area of focus: student engagement and teacher knowledge. Increases in both of these areas will lead to necessary growth in proficiency and learning gains. According to Finley (2010), "engaged students experience improved academic achievement and satisfaction, are more likely to persist through academic struggles, earn higher standardized test scores, have better social skills, and are less likely to drop out of school." In engaging students, HCHS teachers will implement lessons and activities that maximize their time with students and implement strategies to intervene (remediate and/or accelerate) student learning when needed.

for this Area of Focus.	As is the case with any transition to new sets of standards or benchmarks, ensuring teachers know the expectations for themselves and their students is of the utmost importance. HCHS will ensure that teachers have access to subject area experts as well as colleagues both in and out of the district to support their understanding of these benchmarks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Historically, HCHS has performed below the state averages in ELA and mathematics. With the transition to the BEST Benchmarks, there is an opportunity to not only increase our knowledge of the benchmarks and expectations of the benchmarks and corresponding assessments, but to also rethink how we engage students both in and out of the classroom. In choosing to focus on student engagement and creating lessons and opportunities for them to better engage with the content, HCHS will not only see an increase in student achievement, but also an increase in student and family partnerships with the school, increased participation with extra-curricular activities, and decreased absent and truant student cases. Increasing teacher knowledge regarding the BEST Benchmarks will allow freedom to teachers to understand how the benchmarks are aligned horizontally and vertically and will allow for an increase in time to prepare engaging lessons for students. The more comfortable teachers are with their subject-area knowledge, the more time they can spend designing different pathways for students to access that knowledge.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Selected math teachers and administrators will participate in FLDOE-led BEST Math professional learning opportunities. (R. Mitchell, M. Kinard)

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Selected teachers and administrators in grades 6-8 will participate in the NEFEC Summer Literacy Institute for implementing BEST Standards in ELA, Social Studies, and Science classes. (R. Mitchell, M. Kinard)

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Teachers will be provided a stipend to attend a 3-day Summer Instructional Symposium to plan for the 2022-2023 school year (R. Mitchell, M. Kinard, L. Daniels)

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Administrators will review and provide feedback on lesson plans weekly (R. Mitchell, M. Kinard)

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Upon completion of Progress Monitoring Assessments (PMAs), teachers will review data and work with administrators to adjust pacing as needed. (R. Mitchell, M. Kinard, L. Daniels)

Person Responsible	Louis Daniels (louis.daniels@hamiltonfl.com)

Administrators and Guidance will meet no less than quarterly to review necessary adjustments to master schedule and student sections. (R. Mitchell, M. Kinard, E. Mitchell, A. Yarick)

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021-22 school year many of the same trends that were seen nationally regarding teacher recruitment and retention were also mirrored at HCHS. Instructional positions in the content areas experienced high turnover and instability. These conditions only worked to exacerbate a cohort of students still academically struggling from the effects of the global pandemic and loss of classroom instruction. The grade level and content area that was the greatest impacted by these conditions were in 7th grade math and ELA. Reflecting on the data reconfirms this impact with both Math and ELA achievement declining from the previously tested year and still performing well below the state averages of achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome related to Teacher Recruitment and Retention will be two fold. Positions at HCHS, specifically content area instructional positions, will be filled at 100% capacity with certified teachers. In addition, through professional development, support, and feedback, every highly qualified teacher will be retained for the remainder of the year and the subsequent school year of 2023-24.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored starting from hire dates and will proceed throughout the school year. One method to monitor progress towards the desired outcome will be weekly climate surveys for all staff. These surveys will provide data and feedback to leadership regarding the well being and overall mindset of the staff and serve as an outreach for personnel who might need or require specific support. In addition, weekly classroom walkthroughs will provide the first hand support that new hires, particularly new to education, might require. The observations from the walkthroughs will also act as the guide for content for Teacher Learning Communities.
Person responsible for monitoring outcome:	Mary Kinard (mary.kinard@hamiltonfl.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Several evidence based strategies will be utilized for this area of focus. The first strategy will include building the reputation of the leadership at Hamilton County High School as one that respects teachers, supports students, works towards a positive vision of education and leads with motivation and integrity. The second strategy will be to provide an environment that allows for opportunities for professional collaboration and shared decision making among staff. This is crucial to building a sense of community among staff which leads to higher retention rates of faculty and overall job satisfaction. The third strategy will focus on resources for teaching and learning that allow teachers to be

implemented for this Area of Focus.	successful in the classroom and meet the goals and expectations that they set for their students and themselves.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Building the reputation of the leadership of HCHS will begin by utilizing social media resources along with face to face opportunities and networking with employee candidates in surrounding districts and across the area. Displaying the authentic work and culture on the campus and amongst the faculty and students will work to build the reputation of the school and lead to interests in professional opportunities at HCHS. Providing an environment that allows for professional collaboration and decision making will occur in bi-monthly Teacher Learning Communities. The strategies and content of this professional learning will be a collaborative effort between leadership and teachers, culminating with teachers being the driving force behind the delivery and follow up of the sessions. Additionally , resources for teaching and learning will occur through peer observations and feedback sessions among newly hired teachers and veterans on campus.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identification of highly crucial gaps in instructional positions leading into the 2022-23 school year, based on the 2021-22 data.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

2. Create a proactive and specific social media presence that highlights the shifts in culture and positive environment at HCHS.

Person Responsible	Mary Kinard (mary.kinard@hamiltonfl.com)

3. Actively network among current staff and surrounding districts to reach and recruit viable candidates.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

4. Design of onboarding procedures for new hires that is intentional and purposeful.

Person Responsible	Mary Kinard (mary.kinard@hamiltonfl.com)

5. Provide and receive ongoing feedback from all staff in weekly climate surveys.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

6. Implement peer observation and debrief schedules and opportunities for all new hires.

Person Responsible	Stephanie Pierce (stephanie.pierce@hamiltonfl.com)

7. Design and implement Teacher Learning Communities to support all instructional staff.

Person Responsible	Mary Kinard (mary.kinard@hamiltonfl.com)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In targeting Economically Disadvantaged students, HCHS will be able to support students that fall in other subgroups as well. This includes Students with Disabilities (SWD), English Language Learners (ELL), and students from every racial demographic. Economically Disadvantaged students also serves as the largest subgroup on campus. In reviewing the data, the Economically Disadvantaged students are performing at 20% for both ELA and math proficiency. The learning gain rates for Economically Disadvantaged students is 29% for ELA and 33% for mathematics. All of these rates fall below the state average as well as goals set forth for HCHS.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, proficiency in ELA for Economically Disadvantaged students will increase by 8 percentage points, from 20% to 28% and learning gains in ELA will also increase from 30% to 40% While this is still below the state average, it is a reasonable and achievable goal to achieve.

For the 2022-2023 school year, proficiency in mathematics for Economically Disadvantaged students will increase by 8 percentage points, from 20% to 28% and learning gains in mathematics will increase from 33 to 43%. Again, this is still below the state average, it is a reasonable and achievable goal. |
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of student growth for Economically Disadvantaged students will begin with an understanding of where the students in this subgroup currently sit with respect to their data. As new data is collected from Progress Monitoring Assessments (PMAs), administration will review with teachers and discuss strategies that are effective as well as those implemented strategies that are ineffective. Data chats with students will also be conducted with the teacher and supported by administration, guidance and the TSC. Additionally, students will receive mental health support and counseling as well as necessary resources through our Federal Programs department as appropriate.
Person responsible for monitoring outcome:	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	While the measurable outcome for this strategy relies on student performance on their assessments, HCHS will take a whole-student approach with the Economically Disadvantaged students (as well as all other students). In addition to providing after school tutoring and transportation for students two days a week, HCHS will ensure each student has access to mental health support through our School Social Worker. HCHS administration will monitor instruction and data for these students but will also work to build relationships with these students to help create a sense of community and belonging at school.
Rationale for Evidence-based	While the goal to increase student achievement is paramount with respect to school improvement, helping students connect and feel supported by the school have, as Hattie's research confirms, the potential to accelerate student performance. While there

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	are gaps in student learning, helping them not only feel connected to the school but to also have a voice in the vision of the school and what is working while creating an additional investment in these students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students who qualify in the Economically Disadvantaged Subgroup.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Review student performance data for 21-22 and master schedule placement of classes and support.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Support teachers in resource gathering and implementation.

Person Responsible	Louis Daniels (louis.daniels@hamiltonfl.com)

Train teachers in 7 Habits and Leader in Me work.

Person Responsible	Mary Kinard (mary.kinard@hamiltonfl.com)

Monitor instruction and PMA data.

Person Responsible	Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Recruit students for Lighthouse team (6-8) and after school tutoring (6-12).

Person Responsible	Mary Kinard (mary.kinard@hamiltonfl.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

For the 2022-2023 school year, HCHS has become a Leader in Me school, beginning with implementation in grades 6-8 this year. Implementation in grades 9-12 will follow for 2023-2024. According to Miller (2017), "Two of the newly posted studies explored the relationship between the Leader in Me and academic achievement. A study out of the University of North Florida found a 92% alignment between the practices of the Leader in Me and the proposed best science classroom practices within the Next Generation Science Standards. Given this close alignment, the researchers then analyzed science proficiency rates in Leader in Me schools and found a significant 6.7% improvement from their pre-TLIM performance. In the second academically focused study, a Texas A&M researcher found that Lighthouse Leader in Me schools performed better on state math and ELA tests compared to non-Leader in Me schools and Leader in Me schools that had not reached the level of Lighthouse implementation designation. This finding is interesting as it highlights the relationship between implementation of the Leader in Me and academic outcomes not seen in schools with lower, or no, implementation." Implementing Leader in Me, as the research shows, will not only help our students become more proactive in their lives and decision making, but will also assist in increasing student performance in the academic subjects as well.

In preparation for Leader in Me, all teachers, paraprofessionals, data clerks, receptionists, and custodians were trained in Leader in Me implementation. Through Leader in Me, HCHS will work to provide our students with social emotional learning and skill development to increase their proactive approach to both academic and behavioral goals. One of the foundational elements of Leader in Me schools is the development of student and staff Lighthouse teams. The purpose of each of these teams is to guide the work being done in the classrooms and across campus and provide feedback and direction regarding the implementation of the 7 Habits of Highly Successful People/Teens. Selection of members for each of these teams is representative of the staff and student body.

In response to student and staff feedback regarding the physical environment of HCHS, stakeholders came together over multiple weeks this summer to create and paint murals across campus to create a positive and welcoming atmosphere. New window coverings with school regalia have also been added to the front office as both a welcoming and safety measure.

To support and promote positive collegiality among the staff, a Staff Shout Out board has been implemented in the front office for staff members to leave notes of recognition for their peers. These notes can be signed or left anonymously. At the end of each week, these notes are collected and shared via email. Teachers are also given their notes at the beginning of each week.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The implementation of Leader in Me for the 2022-23 school year is fundamentally built on the inclusion of all stakeholders and their involvement in the process. This is crucial to the success of the program and the sense of positive school culture because it highlights the notion that every member of a school, every stakeholder, is required for true change and culture shifts. Leader in Me includes training on establishing a vision for the school, goal setting, data tracking, and personal-accountability systems and is aligned with in-class content and concepts practiced by global education thought leaders. Leader in Me provides a logical, sequential, and balanced process to help schools proactively design a culture that reflects their vision of their ideal school. This shared leadership increases engagement and enables students, staff, and families to be self-confident and self-reliant, work effectively with others, and make meaningful contributions. It is these contributions that will work cohesively among all stakeholders to create a positive school culture and environment. The first step in involving all stakeholders was seen in the full staff training and onboarding of the Leader in Me program for the 2022-23 school year. This included all instructional staff, support staff, clerical positions, custodial, maintenance and food service personnel. The promotion of school culture and environment is the job and duty of everyone on campus, this fundamental value will be what then culminates for our students and also within our community. All stakeholders working in conjunction to reach the common goal of a safe and productive environment where each student has the opportunity to reach their full potential both academically and behaviorally.