
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	31

Hamilton County High School

5683 US HIGHWAY 129 S, Jasper, FL 32052

<http://hch.hamiltonfl.com>

School Board Approval

This plan was approved by the Hamilton County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
Connelly, Scott	Assistant Principal	Mr. Connelly serves HCHS as the Assistant Principal for Discipline and Facilities. His primary responsibilities are to assist the Principal in creating and sustaining a safe and secure school for students and staff. In addition to supporting the Principal, 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. Mr. Connelly is the lead for threat assessments and bullying investigations and reports. Mr. Connelly also oversees maintenance of facilities, which includes the custodial department at HCHS.
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.
Mitchell, Elizabeth	Graduation Coach	Mrs. Mitchell serves Hamilton County High School as the Graduation Coach and primary Guidance Counselor for grades 11-12. She also serves as the Guidance Department chair. 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.
Viar, Roxanne	School Counselor	Ms. Viar serves Hamilton County High School as the grades 9-10 School 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, and assisting with the mental health counseling of students as necessary. Ms. Viar also serves as a bilingual representative of our front office staff.

Name	Position Title	Job Duties and Responsibilities
Pierce, Stephanie	Assistant Principal	Mrs. Pierce serves Hamilton County High School as the grades 6-8 Assistant Principal. Her primary responsibilities include creating and editing the Master Schedule, auditing student credit to ensure they are on a path to promotion, consulting with students and families regarding schedules and acceleration and remediation opportunities, and assisting with the mental health counseling of students as necessary.
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.
Robinson, Chris	Dean	Ms. Robinson serves HCHS as the Dean of Students in grades 9-12. Ms. Robinson'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. Ms. Robinson assists Mr. Connelly with bullying and threat-assessment reports.
Deas, Brianne	Teacher, K-12	Mrs. Deas teaches High School Social Studies at HCHS, primarily Government and Economics. Mrs. Deas also serves as the Student Lighthouse Team (grades 9-12) sponsor and is a primary contact for Leader in Me for HCHS. She is also a Senior Class 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.
Mingle, Taylor	Teacher, K-12	Ms. Mingle teaches Middle School (grades 6-8) Art at HCHS. Ms. Mingle also serves as the Student Lighthouse Team (grades 6-8) sponsor and is a primary contact for Leader in Me for HCHS. Mr. Mingle 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.
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 as well as teachers from other schools and districts across our area and the state of Florida.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Hamilton County High School actively participates in the Hamilton County School District School Advisory Council. The School Improvement Plan is presented to the Hamilton County School Board for approval and School Advisory Council members are granted the opportunity for input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The principal or designee will monitor the areas of focus and the goals to ensure that the information listed in the SIP is implemented appropriately and the necessary adjustments are made in order to increase student academic achievement levels and work to close achievement gaps.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	26	46	84	156
One or more suspensions	0	0	0	0	0	0	48	51	58	157
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	24	53	21	98
Course failure in Math	0	0	0	0	0	0	24	28	4	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	55	63	168
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	49	52	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	66	96	208

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	16	16
Students retained two or more times	0	0	0	0	0	0	0	13	15	28

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	49	43	57	339
One or more suspensions	0	0	0	0	0	0	0	0	31	95
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	45	43	78	369
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	29	74	307
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	41	27	64	288

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	49	43	57	149
One or more suspensions	0	0	0	0	0	0	0	0	31	31
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	45	43	78	166
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	29	74	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	41	27	64	132

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30		50	25		51	28		
ELA Learning Gains				29			33		
ELA Lowest 25th Percentile				33			26		
Math Achievement*	32		38	26		38	27		
Math Learning Gains				37			26		
Math Lowest 25th Percentile				47			27		
Science Achievement*	23		64	34		40	29		
Social Studies Achievement*	36		66	32		48	42		
Middle School Acceleration	62			56		44	41		
Graduation Rate	77		89	85		61	90		
College and Career Acceleration	44		65	42		67	44		
ELP Progress	10		45	20			33		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	8
Percent Tested	96
Graduation Rate	77

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	12
Percent Tested	95
Graduation Rate	85

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	4
ELL	14	Yes	4	2
AMI				
ASN				
BLK	28	Yes	4	1
HSP	35	Yes	2	
MUL	35	Yes	2	
PAC				
WHT	55			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	37	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	20	Yes	3	1
AMI				
ASN				
BLK	32	Yes	3	
HSP	29	Yes	1	1
MUL	30	Yes	1	1
PAC				
WHT	47			
FRL	34	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			32			23	36	62	77	44	10
SWD	15			15			11	32			5	
ELL	15			20			8	16			5	10
AMI												
ASN												
BLK	23			22			15	24		19	6	
HSP	28			27			22	33		50	7	7
MUL	29			40							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	40			44			32	51	73	57	7	
FRL	29			30			21	31	58	41	8	10

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	25	29	33	26	37	47	34	32	56	85	42	20
SWD	11	32	41	5	38	62	30	17				
ELL	3	25	33	7	27	40	10	18				20
AMI												
ASN												
BLK	15	27	33	19	38	47	21	22		79	19	
HSP	23	32	33	24	39	42	25	26				21
MUL	30											
PAC												
WHT	34	29	35	35	35	53	51	50	50	92	56	
FRL	20	29	36	20	33	44	25	26	44	85	27	24

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	33	26	27	26	27	29	42	41	90	44	33
SWD	18	34	29	16	41	43	19	17		92	9	
ELL	12	20	20	7	16	27	8	39				33
AMI												
ASN												
BLK	20	31	27	17	26	26	14	19	23	91	26	
HSP	21	26	17	18	20	25	24	49	29	93	38	32
MUL	18			13	20							
PAC												
WHT	40	41	32	43	30	36	47	57	58	87	61	
FRL	20	30	26	21	25	30	20	34	31	87	37	36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	26%	25%	1%	50%	-24%
07	2023 - Spring	28%	28%	0%	47%	-19%
08	2023 - Spring	27%	27%	0%	47%	-20%
09	2023 - Spring	33%	33%	0%	48%	-15%
06	2023 - Spring	35%	35%	0%	47%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	54%	0%	54%	0%
07	2023 - Spring	16%	16%	0%	48%	-32%
08	2023 - Spring	36%	36%	0%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	16%	16%	0%	44%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	29%	0%	50%	-21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	24%	1%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	29%	0%	63%	-34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	46%	0%	66%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	22%	1%	63%	-40%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 lowest area of performance was science proficiency. A decrease of 11 percentage points was detrimental to the growth of the overall programming within the science department. For Biology, which is mostly 10th graders, the science proficiency was similar to the Reading proficiency (29% to 24%). Both are well below the state average. In 8th grade Science, the comparison of science proficiency to reading proficiency produced a larger gap (14% to 27%). Again, both well below the state averages. Changes to instructional staff in 8th grade science have been made and resources (planning time and materials and mentoring) have been allocated appropriately.

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

The greatest declines occurred in graduation rate and science proficiency. The decline in graduation rate (85% to 67%) is attributed to the removals of COVID relief for students impacted by the global pandemic. In expecting this decrease, we have already taken steps to ensure that our graduating students have access to support and resources through the ACT, SAT, FSA and FAST retakes. We have increased the number of opportunities for students to earn their concordance score for graduation purposes through ACT and SAT on our campus for the 23-24 school year.

The decline in science proficiency (34% to 23%) was not expected. Two of the major factors impacting this decrease are teacher experience and lack of progress monitoring. The 22-23 school year was the first year of teaching 8th grade science for the assigned teacher. With a focus on the Progress Monitoring (PM) for math and ELA courses, a lack of monitoring of progress and instructional

modifications based on the student data. The 23-24 school year will also represent the first year of teaching 8th grade science for the assigned teacher.

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.

Science and Social Studies will be a major focus for the 2023-24 school year. While the 7th grade civics performance was competitive with the state average for proficiency, US History results were well below state average. The decline in science proficiency (34% to 23%) was not expected. Two of the major factors impacting this decrease were teacher experience and lack of progress monitoring. The strategies for improvement include a change in instructor for the course and intentional classroom support from a number of resources. These resources include school based instructional support, professional learning communities, and outside assistance.

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

The area that showed the most improvement was overall math proficiency. HCHS experienced a 9% point increase from 26% to 35%. To help achieve this goal, a great focus on student engagement and data review and data chats with students. While these strategies are not new to HCHS, a renewed focus and approach resonated through the math department and assisted in the resulting increase. Additionally, while learning gains are unavailable for 22-23, we believe the increase in proficiency would also result in increased learning gains, both overall and in the bottom quartile.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area that will be addressed based on concern is student attendance. In the 2022-23 school year over two hundred students, grades 6-8, were absent ten percent of the school year. This factor alone has a tremendously negative impact on student achievement. For the 2023-24 school and moving forward, the district level truancy officer will be staffed at HCHS, with the primary focus of addressing and supporting attendance goals for students and families. This will be accomplished by identifying at-risk students, and collaboration between administration, teachers, and the truancy officer to provide the necessary support for the students and families.

The second indicator addressed will be the number of suspensions. Over the past two years, HCHS has seen a decline in discipline referrals. While this decline shows a positive trend, the percentage of students suspended remains an area of concern. The school wide discipline flow chart, along with behavior management training for teachers will continue to be the foundation to address suspensions. HCHS has also implemented Leader in Me character building across middle school grade levels, and expanding into the 9-12 grade levels for the 2023-24 school year. This resiliency building program involves all stakeholders by influencing the culture and positively affecting the decision making of students. With the expansion of Leader in Me in grades 9-12, the amount or need for discipline referrals will further decline moving forward.

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

One of the highest priorities for school improvement will be Science proficiency in both eighth grade science and Biology. The strategies for improvement will be a change of instructor and intentional classroom support from both school based administration, our professional learning community, and outside resources.

As mentioned earlier, attendance will also be a priority in the school improvement focus. While attendance is a nationwide area of focus, HCHS will view this priority as more than just a truancy issue. Starting in the 2023-24 school year the district truancy officer will be staffed on the HCHS campus,

allowing them to have more direct contact with parents, teachers, and administrators to provide more intense support. In addition, several parent nights will be held throughout the year to align best with families schedules and availability.

Social Studies will be a focus for the 2023-24 school year as well. While the 7th grade civics performance was competitive with the state average for proficiency, US History results were well below state average. The strategies for improvement include a change in instructor for the course and intentional classroom support from a number of resources. These resources include school based instructional support, professional learning communities, and outside assistance.

Overall ELA and Math proficiency

Discipline Referrals

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. 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.

In 2021-2022, 20.3% of Economically Disadvantaged students were proficient in English Language Arts. In 2023-2024, Hamilton County High School will increase the percentage of Economically Disadvantaged students scoring proficient or higher in English Language Arts to a minimum of 29%.

In 2021-2022, 20.4% of Economically Disadvantaged students were proficient in Mathematics. In 2023-2024, Hamilton County High School will increase the percentage of Economically Disadvantaged students scoring proficient or higher in Mathematics to a minimum of 29%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention will encompass the CASEL framework targeting social and emotional competencies. Self-awareness, self-management, social awareness, relationship skills, and responsible decision making will be applied to help combat the challenges that occur from experiencing poverty through adolescence and young adulthood. Leader in Me will provide the foundation for HCHS in including these targeted areas throughout the 2023-24 school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy aligns with the needs of students who are economically disadvantaged. Skills taught through Leader in Me and the 7 Habits of highly effective people will work to improve student engagement by teaching relationship-building skills through mentoring, peer support groups, and by fostering positive engagement with family and peers. HCHS will continue the opportunities for peer to peer support through programs such as Peers as Partners for Learning and collaboration

between student lighthouse teams at both the middle school and high school levels. This opportunity for synergizing will lead to a cohesive system at HCHS. In addition to teaching coping skills, mentoring provides students with positive peer relationships in school and the support on campus that helps combat the negative effects of poverty.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All students at HCHS will be provided a portfolio based accountability tool. Grades 6-8 will have a paper based platform, while 9-12 will be digital. These will be resources that the student build upon throughout their high school year. A portion will be academic based, including goals and achievements that the student accomplishes. The remaining parts of the portfolio will be based on student preference, short term and long term goals, future plans, and accomplishments.

Person Responsible: Taylor Mingle (taylor.mingle@hamiltonfl.com)

By When: The portfolios will be ongoing throughout the school year. They will then transition to the next grade level with the student.

Peers as Partners for Learning will continue to be an implementation on the HCHS campus. PPL is a peer to peer, state sponsored program in which high school students receive training and support. Those students are then placed in middle school classrooms to help assist students with disabilities. This is done with the student's best interest in mind. Special consideration is given to the placement of the peers and the talents and personalities that would be the best fit for the students being served.

Person Responsible: Elizabeth Mitchell (elizabeth.mitchell@hamiltonfl.com)

By When: The high school students who are peers receive training each fall regarding HIPPA regulations and how best to serve the students that they are assigned. The program is ongoing.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Over the course of the 2023-24 school year processed discipline referrals will decrease by 68%. This will positively impact all subgroups. Previous year data has indicated that students with disabilities, African American students, and Economically Disadvantaged students have higher numbers of suspension than their peers. Additionally, the percentage of students who were identified through the early warning system as having attendance issues will decrease by 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through multiple methods. The Leader in Me initiative provides a stakeholder survey in the form of the Measurable Results Assessment (MRA). This survey will be digitally provided (paper-based, if needed) and will allow students, staff, and parents an opportunity to respond. The three areas addressed on the survey include Leadership, Culture and Academics. Within these three categories, student behavior, attendance, and staff support are all addressed, along with other elements. In addition to surveys, school culture will support both behavior and attendance goals by providing incentive based celebrations to reward behavior and attendance expectations.

Person responsible for monitoring outcome:

Stephanie Pierce (stephanie.pierce@hamiltonfl.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention of including surveys and responding accordingly, along with building a clear expectation and reward system will be aligned with this Area of Focus. The real time data provided from surveys will act as guiding information as the year progresses. Changes and adjustments can be made based on the survey results in a timely manner throughout the school year. In addition, expectations and plans for school wide incentive programs will also be established and facilitated during the 2023-24 school year. These will be opportunities for behavior goals and attendance performance to be rewarded and acknowledged, while also establishing a positive school culture and emphasis on high expectations and synergizing among students and staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy of survey results was established due to the encompassing and authentic nature of the tool. The survey used, the MRA, includes the three criteria of Leadership, Culture, and Academics. Within the Leadership piece includes topics such as student behavior, staff social and emotional teaching, student

leadership, and family engagement. The culture area of the survey addresses attendance, supportive school environment, student engagement, and staff satisfaction. Finally, the academic section of the survey highlights the feedback from stakeholders regarding student-led achievement, teacher efficacy, reading proficiency and math proficiency. Each of these areas are crucial in being able to meet the goals for the area of focus.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The first action step will be the initial MRA survey completed in September on the 2023-2024 school year. The follow-up surveys will be conducted in January and again in May. The survey responses will then guide the specifics of the action plan throughout implementation. This will insure that stakeholders needs are being met appropriately and will build a culture of support from the community, staff and students.

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

By When: The surveys will be conducted in September, January, and May.

The second action step will include the planning, monitoring, and implementing of the year long incentive celebration events. These events will provide motivation and collaboration between all stakeholders in an effort to improve attendance and behavior. The monitoring of discipline expectations will be intentional, but will provide for opportunities of learning desired behaviors and correcting actions that would disqualify a student from participation. The attendance expectations will also be monitored by the form of teacher communication with families. A shared communication log among all administration and staff will be utilized to make the required contact home, ensuring that we have invested in families and are partnering to create a supportive environment and build trust among stakeholders.

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

By When: Events will occur throughout the year. Currently planned for August, November, December, February, March, and April.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the data from the 2022-23 school year, the low rates of proficiency in mathematics and English Language Arts (ELA) create an immediate need for support in these critical areas. Along with mathematics and ELA, the data from the 8th grade science assessment and the US History exam have also become an area of focus for Hamilton County High School. Proficiency for 8th grade science was 16%, 28 percentage points below the state average of 44%. US History results are also a concern for HCHS. Students scored at a 23% rate of proficiency compared to the state performance of 63%. When addressing the overall proficiency of these areas, several proactive implementations have occurred throughout the summer leading up to the school, and will continue throughout the school year to not only address proficiency, but also to increase learning gains for students across subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-24 school year, proficiency in ELA will increase from 32% to 40%. This will impact students specifically with the number of ELA proficient students increasing to 242 schoolwide. In addition, math will increase from 37% proficiency to 49%. This will mean an overall increase in student proficiency to 294 students across campus. While these numbers are still short of the state average, they are achievable and will have a positive impact on our most vulnerable populations.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The 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 the 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 the Year course exams, we will use our local assessment platforms (OTUS, PENDA Learning) to measure and monitor student learning. In addition, a teacher support team will be created and implemented. This team will consist of three, veteran, highly effective HCHS instructors. Through planning with administration, the state practice profiles will be utilized as guiding pieces for the professional learning communities.

Person responsible for monitoring outcome:

Ryan Mitchell (ryan.mitchell@hamiltonfl.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention used for this area of focus includes the implementation of the professional learning community and the data based interventions within the classrooms and delivery of instruction. Professional learning communities will be an important part of this area of focus, identifying the most impactful research based strategies for instruction, delivering professional development focusing on these strategies and then providing opportunities for peer to peer support and coaching cycles. The strategies will be planned and calendared at the start of the school year, but will be fluid and adjustable based on observations, feedback, and progress monitoring results.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is found within the data, continued need for improvement in proficiency, and identifiable strengths and weaknesses among instruction. There is a direct correlation between student success academically and the strength and efficacy of teachers at HCHS. Being able to proactively monitor the data of PMA testing and align that with the real time need for instructional support among teachers and staff will be crucial for this area of focus.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

HCHS will implement the 4DX model through the Leader in Me platform. Scheduled days will occur and be facilitated after PM 1 data and after PM 2 data, also leading up to PM 3. These days will be facilitated by administration and will help teachers identify lead measures to drive instruction and goal setting within their students, classes, grade levels and content areas.

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

By When: This action step will occur throughout the school year as an ongoing process, but the support and implementation days will occur after each PM and before the final progress monitoring.

HCHS will implement the Empowering Teacher Practice Team. The team will be comprised of three highly effective teachers across diverse content areas and grade levels. The team implementation will consist of identified instructional practices from the state Practice Profiles, those will be used to guide professional developments on a monthly basis. The teachers participating will then participate in a coaching cycle of observing the support team within their classroom delivery, gaining feedback, and then being observed within their own classroom to ensure that the instructional practices are being implemented to gain the most successful outcome.

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

By When: The full professional learning cycle will occur on a monthly basis, every month throughout the school year.

#4. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Graduation rate improvement continues to be an area of focus for Hamilton County High School. HCHS believes that students becoming disengaged with school is the leading reason for declining graduation rates. HCHS plans to implement strategies that act as a school wide approach, both proactively to prevent disengagement and as an intervention for students already showing signs of low engagement in school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The graduation rate for Hamilton County High School for the 2021-2022 school year was 75.4%. For the 2023-2024 school year, HCHS will increase the graduation rate to a minimum of 79%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

HCHS will address student graduation success by engaging students through the offering of curricula and programs that connect school work with college and career success and that improve students' capacity to manage challenges in and out of school.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HCHS will work to directly connect schoolwork student's options after high school. This will occur starting at the 6th grade school year for every student. Each student's graduation plan will align with course requirements to the state's university system, such as a minimum of 4 years of math and 2 years of laboratory science. Students who enter 9th grade behind in reading will have a daily intervention period to help support in that area. HCHS leadership will continue to partner with surrounding community colleges and vocational schools to expand offerings of dual enrollment, establishing dual credit agreements, and dual enrollment offerings on the high school campus that qualify for both high school and college credit.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind choosing this intervention is based in the idea of connecting students to the benefits that can be provided through schooling and after graduation. Giving students the outlook of career and education being connected so goals are met and benefits are obtainable is crucial in keeping students engaged and on the path to graduation. Through this intervention and the actions steps listed below, HCHS plans to achieve the goal of improved graduation rates benefiting not only the student and school, but the community.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ms. Pierce will assist the HCHS graduation coach and guidance department with the creation of individualized graduation plans for each student based on the student's career and educational goals. This will begin in 6th grade and continue through the duration of enrollment and graduation. Individual placement will be based on student's career interest, environmental needs, and social and emotional capabilities.

Person Responsible: [no one identified]

By When: These actions will initially occur over the course of the last 30-60 days of each school year, in preparation for the upcoming school year and final placement.

Ms. Pierce will work with staff, families, and students to assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged. The results will be analyzed along with monitoring early warning indicators, such as attendance and grades. The actions hope to align survey results with early warning indicators in an effort to identify early on the root cause behind low attendance or slipping grades.

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

By When: Surveys will be completed three times per year. Students, staff, and families will all participate in surveys.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The plans and action steps outlined in the School Improvement Plan (SIP) will drive the allocation of funds for HCHS. The HCHS leadership team, led by the Principal, will meet with District Office staff to develop a budget of allotted resources. For HCHS, the focus will remain on improving scores among our subgroups, most notably Economically Disadvantaged students, and improving our positive culture. To ensure this process stays focused on our needs, all spending and resource allocation must be approved by multiple parties at the school and district level. This ensures a systems of checks and balances that all stakeholders are on the same page with regard to spending processes and needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Hamilton County High School will present the SIP to the Hamilton County School Board, Superintendent, district staff, and other stakeholders in attendance during the designated school board meeting. In addition, Hamilton County High School will upload the SIP to the district website and place a hardcopy in the front office of the school.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hamilton County High School will have several opportunities for parental and family engagement during the school year. During those events, the principal, assistant principals, and teachers will discuss components of the SIP including graduation requirements, progress monitoring, and educational resources. Parents will receive progress reports and report cards each quarter to inform them of their child's progress toward proficiency.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Hamilton County High School plans to improve instructional practices by evaluating the overall teaching process. Teachers and staff have engaged in professional development opportunities which address standards review in ELA and Mathematics. The principal, assistant principal, and other instructional leaders have also engaged in professional development which has enhanced their understanding and ability to lead. All instructional curriculum materials have been evaluated to ensure that they provide the appropriate amount of grade-level content and the rigor necessary to challenge students and assist in increasing critical thinking and problem-solving skills. Teachers will use a tiered approach to instruction in order to fully address the variety of academic abilities in the classroom.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

HCHS employs two guidance counselors, a graduation coach, and one social worker. Each of these individuals play an integral part in supporting students' counseling and mental health needs on a daily basis. A contracted Meridian representative is on campus weekly to provide counseling services to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Career and Technical Education (CTE) participation, post-secondary/employment, and dual enrollment opportunities continue to serve as major points of emphasis. Expansion of CTE programs have allowed students to explore secondary CTE pathways which they can continue into post-secondary programs. Of particular note is the addition of an on-site Welding Technology Career Dual Enrollment Program on campus.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

HCHS is now a "Leader in Me (LIM)" school in 6-12th grade. Through LIM, students engage in social-emotional learning and skill development to proactively approach academic and behavioral goals. LIM training focuses 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 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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers attended various professional learning opportunities this summer including the B.E.S.T. Summer Math Institute and Rural Connect Summer Literacy Conference. PD opportunities include a bi-monthly, yearlong Teacher Learning Community (TLCs). The TLCs are charged with planning and progress monitoring for the implementation of John Hattie's Visible Learning Strategies which are universally recognized for the most impactful effect size on student performance. The action planning provides the framework to design learning environments in which students set goals, express learning with clear understanding, and take ownership for their learning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$21,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0032 - Hamilton County High School	UniSIG	0.25	\$16,250.00
			<i>Notes: Salary: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to economically disadvantaged students. (Approximately 25% of time and salary)</i>			
	7300	210	0032 - Hamilton County High School	UniSIG		\$2,437.00
			<i>Notes: Retirement: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to economically disadvantaged students. (Approximately 25%)</i>			
	7300	220	0032 - Hamilton County High School	UniSIG		\$1,198.00
			<i>Notes: Social Security/Medicare: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to economically disadvantaged students. (Approximately 25%)</i>			
	7300	230	0032 - Hamilton County High School	UniSIG		\$1,500.00
			<i>Notes: Group Insurance: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to economically disadvantaged students. (Approximately 25%)</i>			
	7300	240	0032 - Hamilton County High School	UniSIG		\$328.00
			<i>Notes: Worker's Compensation: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to economically disadvantaged students. (Approximately 25%)</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$21,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0032 - Hamilton County High School	UniSIG	0.25	\$16,250.00
			<i>Notes: Salary: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to positive culture and environment (Approximately 25% of time and salary)</i>			
	7300	210	0032 - Hamilton County High School	UniSIG		\$2,437.00
			<i>Notes: Retirement: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to positive culture and environment (Approximately 25%)</i>			
	7300	220	0032 - Hamilton County High School	UniSIG		\$1,198.00
			<i>Notes: Social Security/Medicare: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to positive culture and environment (Approximately 25%)</i>			
	7300	230	0032 - Hamilton County High School	UniSIG		\$1,500.00
			<i>Notes: Group Insurance: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to positive culture and environment (Approximately 25%)</i>			

	7300	240	0032 - Hamilton County High School	UniSIG		\$328.00
			<i>Notes: Worker's Compensation: Assistant Principal oversight of curriculum, instructional planning, and achievement as it relates to positive culture and environment (Approximately 25%)</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$23,608.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0032 - Hamilton County High School	UniSIG	0.25	\$16,250.00
			<i>Notes: Salary: Assistant Principal oversight of instructional practice and benchmark aligned instruction. (Approximately 25% of time and salary)</i>			
	7300	210	0032 - Hamilton County High School	UniSIG		\$2,437.00
			<i>Notes: Retirement: Assistant Principal oversight of instructional practice and benchmark aligned instruction. (Approximately 25%)</i>			
	7300	220	0032 - Hamilton County High School	UniSIG		\$1,198.00
			<i>Notes: Social Security/Medicare: Assistant Principal oversight of instructional practice and benchmark aligned instruction. (Approximately 25%)</i>			
	7300	230	0032 - Hamilton County High School	UniSIG		\$1,500.00
			<i>Notes: Group Insurance: Assistant Principal oversight of instructional practice and benchmark aligned instruction. (Approximately 25%)</i>			
	7300	240	0032 - Hamilton County High School	UniSIG		\$328.00
			<i>Notes: Worker's Compensation: Assistant Principal oversight of instructional practice and benchmark aligned instruction. (Approximately 25%)</i>			
	6400	750	0032 - Hamilton County High School	UniSIG		\$1,895.00
			<i>Notes: Other purchased services: Fund substitutes for professional learning aligned with the School Improvement Plan</i>			
4	III.B.	Area of Focus: Graduation: Graduation				\$21,713.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	110	0032 - Hamilton County High School	UniSIG	0.25	\$16,250.00
			<i>Notes: Salary: Assistant Principal oversight of curriculum, instructional planning, and achievement to improve graduation rates. (Approximately 25% of time and salary)</i>			
	7300	210	0032 - Hamilton County High School	UniSIG		\$2,437.00
			<i>Notes: Retirement: Assistant Principal oversight of curriculum, instructional planning, and achievement to improve graduation rates. (Approximately 25%)</i>			
	7300	220	0032 - Hamilton County High School	UniSIG		\$1,198.00
			<i>Notes: Social Security/Medicare: Assistant Principal oversight of curriculum, instructional planning, and achievement to improve graduation rates. (Approximately 25%)</i>			
	7300	230	0032 - Hamilton County High School	UniSIG		\$1,500.00

			<i>Notes: Group Insurance: Assistant Principal oversight of curriculum, instructional planning, and achievement to improve graduation rates. (Approximately 25%)</i>			
	7300	240	0032 - Hamilton County High School	UniSIG		\$328.00
			<i>Notes: Worker's Compensation: Assistant Principal oversight of curriculum, instructional planning, and achievement to improve graduation rates. (Approximately 25%)</i>			
					Total:	\$88,747.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No