



Hamilton Heights School Corporation

Master Plan

2024

Engaging all students by connecting them to their passions and purpose at Hamilton Heights and beyond.



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Letter from the Superintendent

April 24, 2024

Dear Members of the Ford Next Generation Learning Committee,

It is my privilege to share with you the Hamilton Heights School Corporation Master Plan. I have had the honor to serve as the HHSC Superintendent since 2014. During that time, I am extremely proud of the improvement we have made serving our students. Without question, the initiative that has impacted that improvement the most has been our participation in the Ford Next Generation Learning process.

HHSC entered into this process with one goal in mind, to better serve our students. The outcome of this process has not only improved how we meet our student needs as learners in the 21st century, it has improved how do so while connecting with our community. This process has created true partners. We now no longer serve students alone, we do so as a community committed to creating graduates that are “capable of adapting, persevering, and contributing in their local and global community”. The statement in quotes comes directly from the HHSC Vision Statement. Prior to the Ford NGL process these were words on paper, now they are the result of the action plan that we have created because of this process.

Our Portrait of a Graduate, a process driven by Hamilton Heights Middle School students, focuses on learners that will understand what it means to Grow, Explore, Learn, and Serve. We believe that our action plan “engages them in quality learning experiences that will equip them for future personal, professional, and social endeavors”. The statement in quotes comes directly from the HHSC Mission Statement. Again, these are now more than just words, we have an action plan to make this a happen.

We are very excited to begin to be purposeful about the experiences that we engage our Hamilton Heights Elementary students in regarding career exploration. We are more focused than ever on having our Hamilton Heights Middle School students engage in purposeful conversations with our community partners on what skills and talents are needed in a career. We feel our redesign of Hamilton Heights High School to a Freshman Academy that funnels in to either an Academy of Industry, Technology, and Innovation or an Academy of Human Services and Entrepreneurship will allow our students to truly experience what their future can look like.

HHSC is looking forward with the purpose of engaging all students by connecting them to their passions and purpose in our schools and beyond. HHSC is a better place for our students to learn because of the Ford Next Generation Learning process and we enthusiastically look forward to even better serving our students with the implementation of our Ford NGL Master Plan.

Respectfully submitted,

A handwritten signature in black ink that reads "Derek Arrowood". The signature is written in a cursive, flowing style.

Derek Arrowood, PhD.
Superintendent

Executive Summary

Hamilton Heights School Corporation Mission Statement

HHSC will provide a safe, innovative, and nurturing school environment where students matter and are treated with integrity and respect as the staff prepares and engages them in quality learning experiences that will equip them for future personal, professional, and social endeavors.

Hamilton Heights School Corporation Vision Statement

We envision that HHSC will have a positive, life-long impact on all students that empowers them to become the best version of themselves. Students will be capable of adapting, persevering, and contributing meaningfully in their local and global community.

In the Fall of 2022, Hamilton Heights School Corporation (HHSC) embarked on an exciting journey by joining six other Indiana school districts to transform the K-12 experience in our schools. With the invaluable support of the Central Indiana Education Service Center (CEISC), the Indiana Department of Education, and Ford Next Generation Learning (NGL), we commenced our journey on the Ford NGL Roadmap, a transformative path for educational advancement.

Under the guidance of our dedicated Ford NGL coaching team and the leadership from CEISC, we have successfully navigated the initial phases of the Ford NGL framework. This collaborative effort has allowed us to reinforce our commitment to robust academic programs, foster a community-wide emphasis on professional employability skills, and expand opportunities for career exploration within HHSC. Our collective efforts brought together a diverse team of over 60 people, including upper elementary, middle school, and high school students, parents, educators, business and community leaders, and postsecondary partners. Together, we are driving the evolution of our schools to better equip students for the dynamic and fast-paced world of tomorrow by bringing together educators, employers, and community leaders to transform our schools and positively impact local workforce development.

As we strive to empower Hamilton Heights graduates for success, our fundamental expectation is for all students to exit our schools equipped with the knowledge, skills, and attributes necessary to pursue their preferred postsecondary paths, whether that involves employment, enrollment, or enlistment. To achieve this goal, we must align our endeavors

with the criteria outlined by the Indiana Department of Education, which signify a student's readiness for success beyond graduation. These crucial characteristics include:

- Academic Mastery
- Career and Postsecondary Readiness (Credentials and Experience)
- Communication and Collaboration
- Work Ethic
- Civic, Financial, and Digital Literacy

By emphasizing these pillars, we ensure that all Hamilton Heights students possess a well-rounded foundation that prepares them not only academically but also professionally, socially, and ethically for the challenges and opportunities that lie ahead in their postsecondary endeavors. Our engagement with the Ford NGL framework has been pivotal in aligning Hamilton Heights with these goals. Through our dedication to this framework, we have not only recognized the wealth of opportunities available to all students but also broadened and forged new pathways in sync with our regional workforce demands.

Collaborating with Ford NGL has provided us with a platform to scrutinize various aspects of our system, enabling us to implement necessary adjustments and enhancements to ensure vertical alignment. This comprehensive planning process has revitalized not only our community but also ignited a renewed sense of purpose among our students, teachers, staff, administrators, and school board members. Together, we are pooling our time, talents, and resources to establish equitable opportunities for every student.

The culmination of our efforts manifests in the creation of the HHSC Master Plan. Our Master Plan stands as a collaborative, dynamic document that will serve as a blueprint for our implementation. Under the guidance of our Ford NGL coaches, we initiated the Exploration phase in February 2023. Over subsequent months, stakeholders progressed through the Envision and Master Planning phases of the Ford NGL roadmap. Throughout master planning sessions, four tactic teams collaborated to devise comprehensive plans for their respective areas, outlining strategies, action steps, timelines, responsibilities, and outcomes.

This meticulous planning has resulted in the deliberate integration of career exploration opportunities for all K-12 students. Career exploration experiences for all students in grades K-8 will guide them toward intentional academy selection before transitioning to Hamilton Heights High School (HHHS). Beginning in the 2024-2025 school year, HHHS will offer the

Freshman Seminar class and Freshman Academy (Grade 9), the Academy of Industry, Technology, and Innovation (Grades 10–12), and the Academy of Human Services and Entrepreneurship (Grades 10–12).

The HHSC Master Plan signifies our dedication to a continuous cycle of improvement, ensuring all students are equipped with the knowledge, skills, and experiences necessary to flourish in their chosen futures after high school graduation.

Introduction

Hamilton Heights is situated in Northern Hamilton County, covering an area of approximately 112 square miles, and is conveniently located within a 25-minute drive of Indianapolis, Anderson, and Kokomo. The district is located north of 216th Street and is bordered on the east by U.S. Highway 37 and on the west by U.S. Highway 31. The district includes Jackson and White River Townships, as well as the towns of Cicero, Arcadia, and Atlanta.

Hamilton Heights School Corporation comprises three school buildings with an enrollment of around 2,300 students from Kindergarten to grade 12. Each student is provided with their own laptop or iPad as part of the 1:1 program. The corporation's mission is to provide a safe, innovative, and nurturing school environment where students matter and are treated with integrity and respect as the staff prepares and engages them in quality learning experiences that will equip them for future personal, professional, and social endeavors.

2023–2024 Enrollment and Indicators

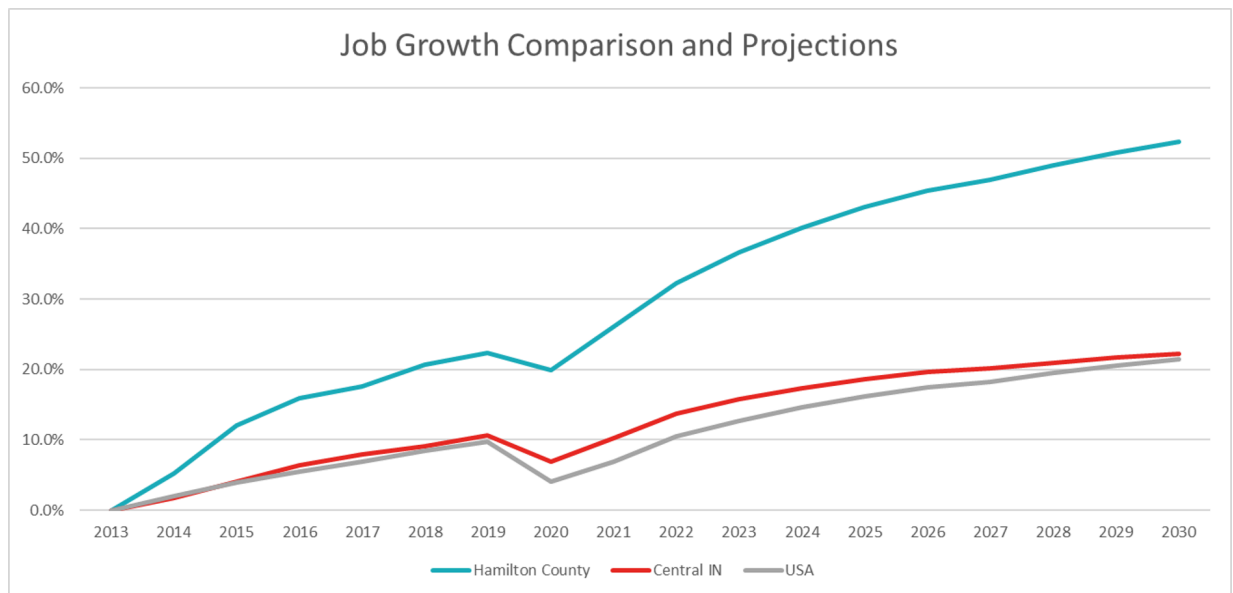
Indicator	District
Total	2336
Number of Schools	3
Number of High School (9–12)	687
Number of Middle School Students (5–8)	721
Number of Elementary School Students (K–4)	841
American Indian	<1%
Asian	<1%
Black	<1%
Hispanic	3.6%
Multiracial	3.4%
Native Hawaiian/ Other Pacific Islander	0%
White/Caucasian	92.2%

Hamilton Heights School Corporation is located in Hamilton County, northeast of Indianapolis, just outside the I-465 “loop.” The county’s population has increased by 13% between 2015 and 2021, and it is expected to continue to increase through 2030. According to Invest Hamilton County: Talent Insight 2030, Hamilton County is the fastest growing county in Indiana and one of the fastest growing in the Midwest. By 2030 the population is anticipated to exceed 400,000 individuals and 200,000 jobs.

According to the [Hoosiers by the Numbers](#) website, the strongest industry growth sectors in the county are:

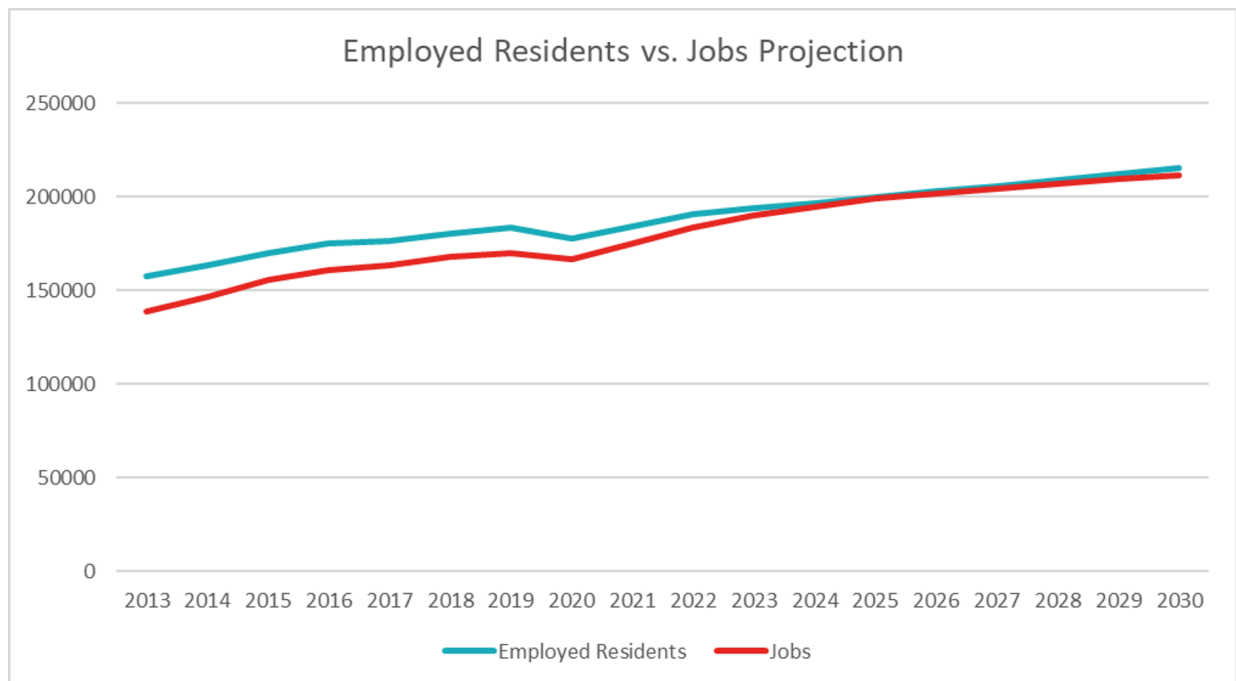
Hamilton County: Top 5 Growth Industries, 2017–2021 (2020–2030 Employment Projections)	
Sector	5–Year Percent Change
Educational Services	31.01%
Professional & Technical Services	22.82%
Construction	17.43%
Health Care & Social Assistance	13.82%
Manufacturing	12.19%

Regionally, according to the Indianapolis Business Journal’s “Largest Indiana Employers” list for 2021, the top employers in the Indianapolis area are IU Health, Ascension St. Vincent, Fedex, Community Health Network, Indiana University/Purdue University–Indianapolis (IUPUI), Eli Lilly, Anthem, Roche Diagnostics, and Allison Transmission. The area around HHSC continues to have a strong heritage of farming families steeped in careers tied to agriculture.



Source: Lightcast 2023.2

Total job growth in Hamilton County has significantly outpaced the United States and Central Indiana. The rate of job growth is projected to increase compared to the United States and Central Indiana driving a greater demand for talent.



Source: Lightcast 2023.2

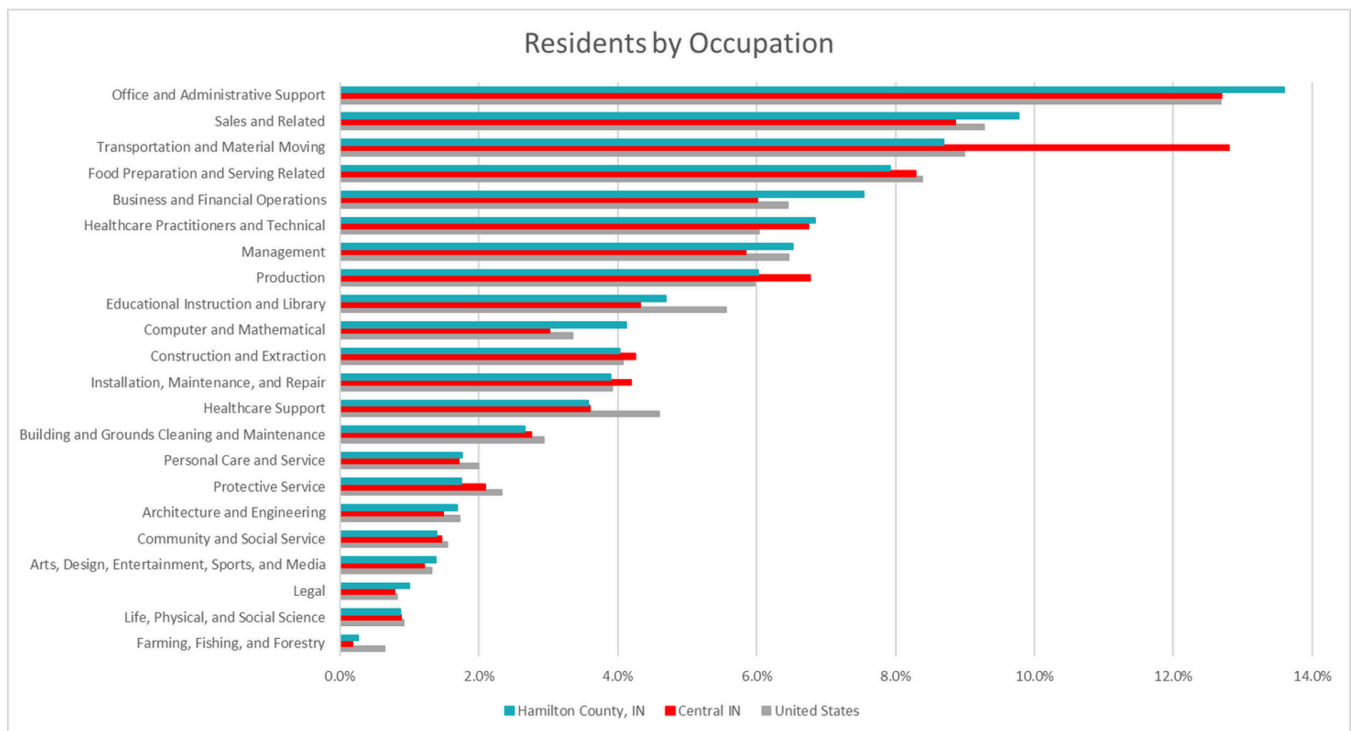
The gap between employed persons living in the county and total jobs is shrinking. This may increase the number of workers local employers import from places outside the county.

2-DIGIT NAICS CODE PROJECTED CHANGE: 2023 - 2030

NAICS	Description	2023 Jobs	2030 Jobs	Change	% Change
54	Professional, Scientific, and Technical Services	20,782	24,389	3,607	17%
62	Health Care and Social Assistance	20,721	24,052	3,331	16%
72	Accommodation and Food Services	17,059	19,646	2,587	15%
56	Administrative and Support and Waste Management and Remediation Services	14,907	16,831	1,924	13%
81	Other Services (except Public Administration)	11,489	13,253	1,764	15%
52	Finance and Insurance	18,546	19,987	1,440	8%
31	Manufacturing	8,554	9,785	1,231	14%
90	Government	15,772	16,873	1,101	7%

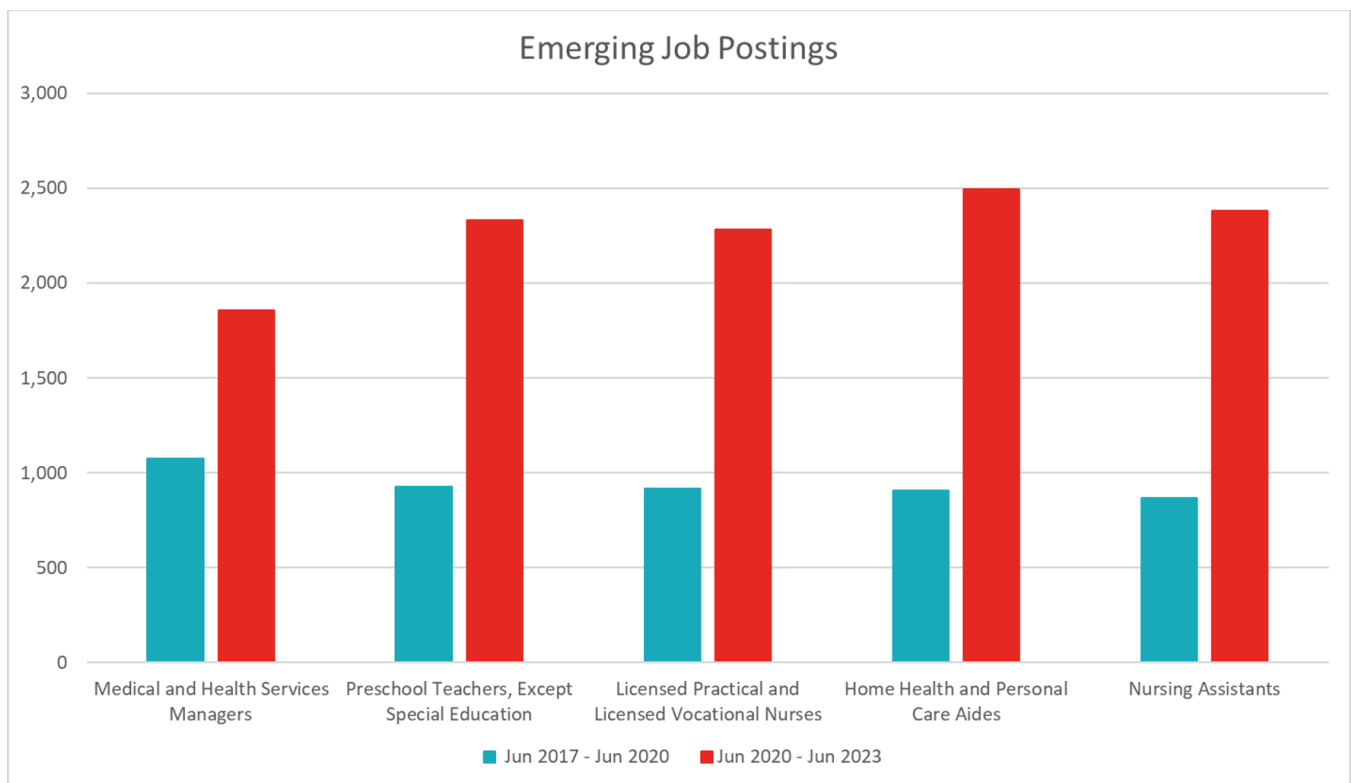
Source: Lightcast 2023.2

Most jobs in many of these industries require additional education beyond high school. Some do not require a college degree.



Source: BLS QCEW & Lightcast

Hamilton County has a larger percentage of RESIDENTS EMPLOYED in professional services, office, and sales related occupations than Central Indiana and the United States. The County's RESIDENT OCCUPATION PROFILE does NOT completely align with the jobs that exist in Hamilton County.



Source: Lightcast 2023.2

Emerging job postings identify jobs that have become more in-demand by county employers post-pandemic. Prior to the pandemic, these jobs were not in the top-20 most posted.

According to Hamilton County Talent Insight 2030, Hamilton County businesses are rapidly adding jobs strengthening the local economy and creating significant demand for workforce. While demand for talent increases, Hamilton County's overall labor force participation is declining. Despite the overall decline, prime working age adults (25-54) are participating in the labor force at a greater rate. Currently, Hamilton County has a net loss of commuters, but the total number is declining and projected to be a net positive by 2030. Service- and education-related occupations will still have a large need for outside talent to fill jobs in the county.

The Journey

In Fall 2022 and Spring 2023, HHSC organized study visits to Akron and Nashville, bringing together teams of board members, administrators, teachers, and counselors. These visits provided invaluable insights into the potential advancements achievable within our district through collaboration with Ford NGL. We gleaned that the process isn't a one-size-fits-all approach; rather, it's incumbent upon us to adapt the tools and strategies acquired to enhance Hamilton Heights' capacity for preparing students for enrollment, enlistment, and employment.

In February 2023, Ford NGL coaches conducted a comprehensive exploration of our community, engaging in focus group discussions with diverse stakeholders over three days. During the Explore Visit, they conducted facility tours, met with our leadership team, school board members, community, and business leaders, as well as engaged in discussions with students, parents, and staff members from each building. This visit left a profound impact, particularly on community members, sparking heightened involvement with our schools. Subsequently, many community members were invited to contribute to our school board retreat, aiding in the formulation of strategic goals for 2023-2024.

In May 2023, we received the complete Ford NGL Explore Report, detailing the insights from the Explore visit. Since then, we have been diligently working on the Envision and Master Planning phases and organizing our Portrait of a Graduate day in September 2023.

Although our initial aim in participating in the grant was to secure funding for an additional counselor at Hamilton Heights High School, our journey has evolved significantly. We have seized multiple opportunities to enhance and align our efforts through collaborations with community partners, culminating in the launch of a Freshman Academy for the 2023-2024 school year.

Ford NGL Explore Report Findings

Key findings and recommendations were published in an initial Explore report in February 2023, which included:

Strengths of HHSC

- Significant amount of extra-curricular opportunities in a wide range of interest areas.
- School staffing is invested and committed to supporting students' academic and social-emotional well-being.
- Commitment to fostering student skills and attributes through various leadership opportunities to lead to student success.
- Teachers recognize and understand the need for change and agree that a comprehensive plan needs to be created to prepare students.
- Opportunities are given for students to earn college credit and industry certifications.
- District mission and vision statements aligned with Ford NGL to undertake a multi-year community-connected transformation effort.
- Commitment to teacher collaboration through a K-12 professional-learning communities (PLC) system.
- Teacher teaming is already seen at some levels.
- Systematic and cultural mindset committed to relationships first and then academics second to ensure students and staff feel valued and supported.
- A Multi-Tiered Systems of Support (MTSS) process is present.
- Strong presence of community support for HHSC will ensure business and community leader engagement.
- Strong presence of community support for HHSC will ensure business and community leader engagement.
- Strong foundation of community field trips and value for experiential learning is present.
- Solid foundation of student leadership opportunities K-12 that help to develop 21st-century skills in attributes.

Areas of Consideration

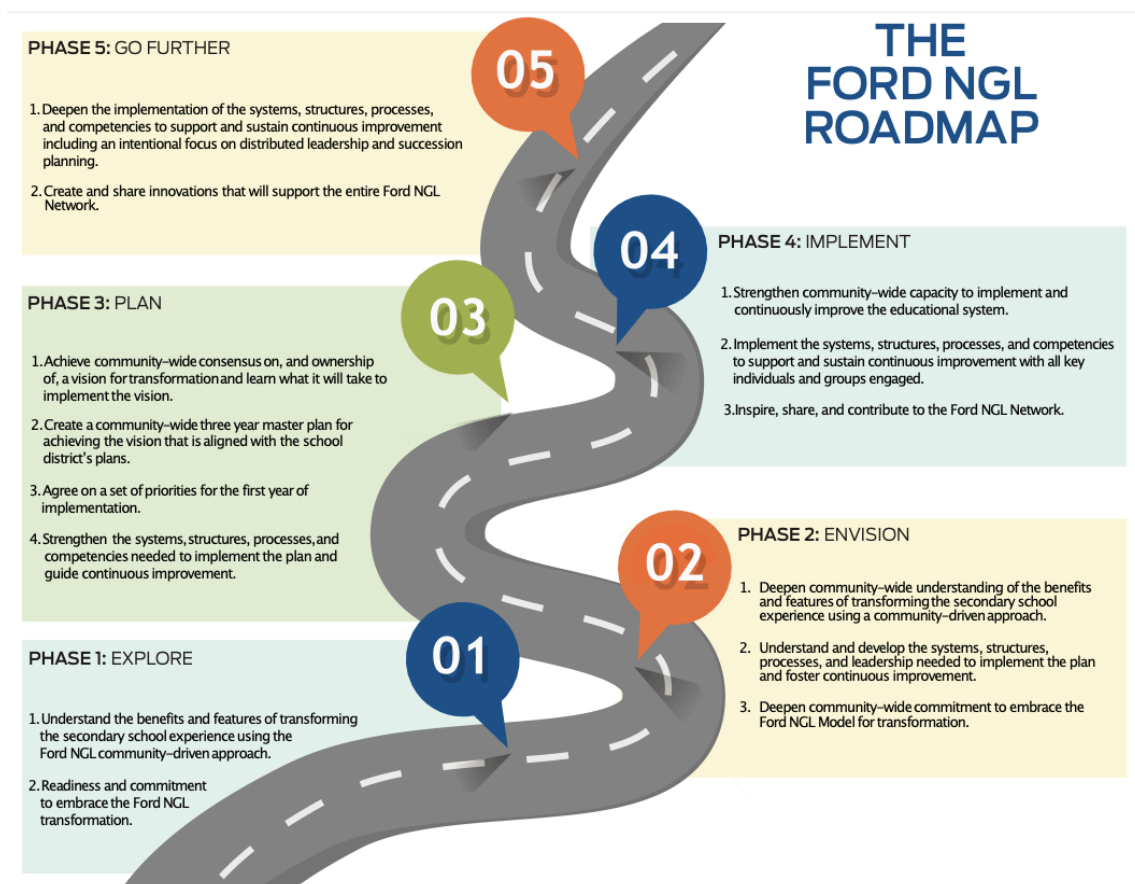
- Intentionality is needed to create experiential learning opportunities that ensure a solid continuum of exposure, exploration, and engagement integrated into PK-12 core content.
- Increase in inquiry-based and hands-on learning opportunities.
- Transparent systems and structures are needed to ensure that ALL students have access to the same learning opportunities and experiences.
- Create an inventory of academic, extra-curricular, and social-emotional support programs and opportunities to help in aligning with college, career, and life readiness needs.
- Creation and implementation of grade-appropriate opportunities for post-secondary exploration for ALL students.
- Alignment of course opportunities to the Indiana College Core.
- Thoughtful planning to foster existing and new community partnerships.

Ford NGL Framework

The Ford NGL Framework consists of three distinct, but interconnected strands designed to mobilize educators, employers, and community leaders to transform schools. Implemented in tandem, these three strands – **transforming teaching and learning; transforming the culture, systems, and structures of schools; and transforming partnerships between schools and communities** – serve as the foundation upon which the Ford NGL change model is built.



Leveraging each of these strands, the Ford NGL Roadmap is a critical tool that guides communities through the process of envisioning, planning for, and implementing change.



Implementation Team

Established to lead the Hamilton Heights community through the Ford NGL transformational process, the Implementation Team is composed of representatives from Hamilton Heights School Corporation and community business leaders. The HHSC implementation team convened over numerous “master planning” sessions under the guidance of two Ford NGL Community Coaches: Kimberly Fifer and Lisa Oleski. These sessions oversaw the development, organization, and execution of its vision to transform student learning. The implementation team consisted of the following members:

Name	Title	Organization
Dr. Derek Arrowood	Superintendent	Hamilton Heights School Corporation
Bret Bailey	Principal, Hamilton Heights Middle School	Hamilton Heights School Corporation
Brad Batman	Teacher, Hamilton Heights High School	Hamilton Heights School Corporation
Jason Beck	Talent Acquisition Specialist	Beck’s Superior Hybrids
Julie Davis	Member, Hamilton Heights School Corporation Board of School Trustees	Hamilton Heights School Corporation
Kara Doenges	Teacher, Hamilton Heights Middle School & Co-President Hamilton Heights Teachers Association	Hamilton Heights School Corporation
Sabrina Duncan	Counselor, Hamilton Heights Middle School	Hamilton Heights School Corporation
Bethany Gremel	Director of Culture and Brand Experience	Beck’s Superior Hybrids
Julie Griffey	Principal, Hamilton Heights Elementary School	Hamilton Heights School Corporation
Connor James	Teacher, Hamilton Heights Middle School	Hamilton Heights School Corporation
Rebecca Johnson	Counselor, Hamilton Heights High School	Hamilton Heights School Corporation
Jennifer Luce	Director of Curriculum, Assessment, & Data	Hamilton Heights School Corporation

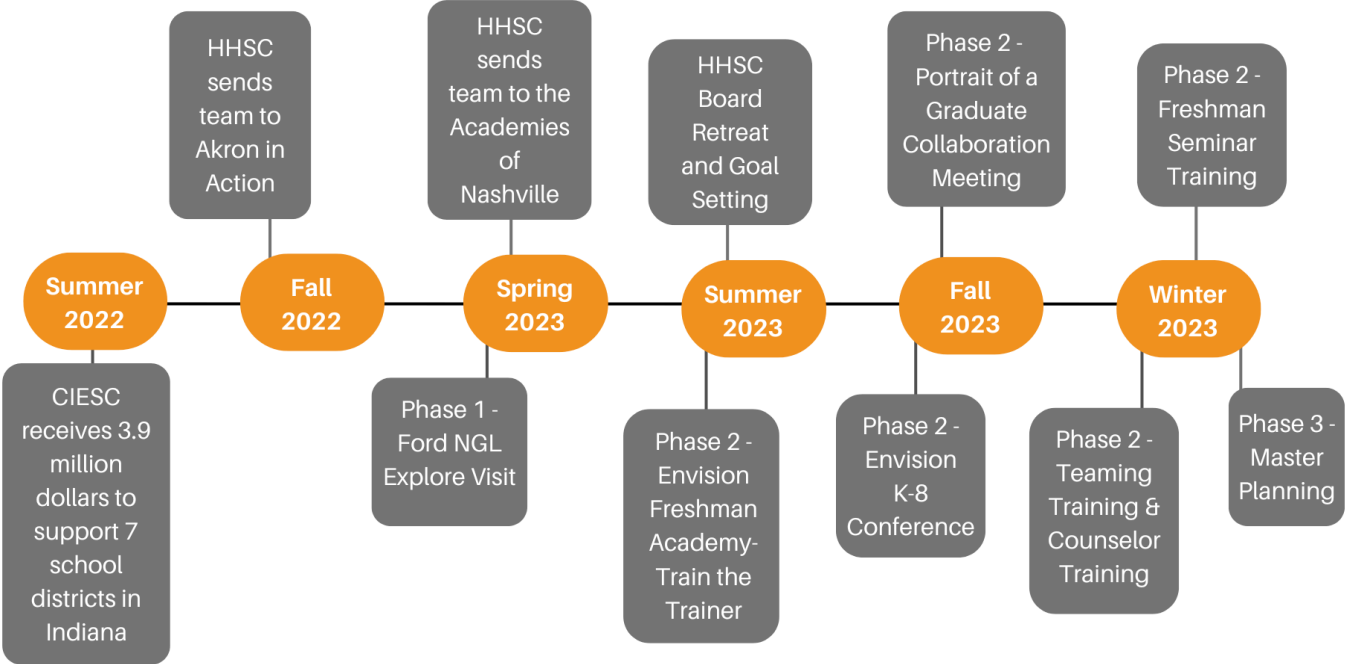
Melissa Martin	Technology Integration Specialist	Hamilton Heights School Corporation
Jarrold Mason	Principal, Hamilton Heights High School	Hamilton Heights School Corporation
Kelly Monnin	Teacher, Hamilton Heights High School	Hamilton Heights School Corporation
Rebecca Nickless	Director of Special Education	Hamilton Heights School Corporation
Austin Nicole	Teacher, Hamilton Heights High School	Hamilton Heights School Corporation
Tricia Rudy	Counselor, Hamilton Heights Elementary School	Hamilton Heights School Corporation
Jack Russell	President	OneZone Chamber of Commerce
Kelly Ryneerson	Sr. Manager, Instructional Design and Curriculum Development	Leadership In Flight Training Academy (LIFT)

Master Planning Process

Beginning in September 2023, the Implementation Team convened a diverse group of over 75 business and community leaders, post-secondary representatives, parents, students, and educators from across Hamilton County to initiate the transformation process.

Session	Date(s)	Location(s)
Ford NGL Explore Visit	February 22-24, 2023	Hamilton Heights Schools
Portrait of a Graduate / Envision Day 1	September 14, 2023	Hamilton Heights SAC
Portrait of a Graduate / Envision Day 2	October 30, 2023	Hamilton Heights SAC
Master Planning Day 1	January 11, 2024	Hamilton Heights SAC
Master Planning Day 2	February 8, 2024	Hamilton Heights SAC
Master Planning Day 3	March 14, 2024	Hamilton Heights SAC

It is important to note the many stops that HHSC has made along the journey to embrace the Ford Next Generation Learning (NGL) framework. The timeline below illustrates the phases of the roadmap HHSC has participated in with the guidance of a dedicated Ford NGL coaching team.



Tactic Teams

During our first Master Planning session, our Ford NGL coaches introduced participants to four tactic teams that our work would be centered around. Each tactic team was co-chaired by a Hamilton Heights School Corporation representative and a community partner representative. Over sixty participants were invited to be a part of the tactic teams and participants were carefully picked to join a team where they could make meaningful contributions.

During the next two Master Planning sessions, the four teams collaborated to develop a written plan that would serve as a guide for implementing future work required of their assigned tactic. Each team’s plan focused on strategies, action steps, timelines, responsibilities, and measurable outcomes. Tactics and their co-chairs are listed in the table below:

Tactic Team	Internal Co-Chair	External Co-Chair
Pathway Partners • 1.3 – Learning and Work Pathways • 1.4 – Credit Opportunities • 3.3 – Align Workforce Demand and District Programs	Jarrold Mason <i>Principal, Hamilton Heights High School</i>	Jack Russell <i>OneZone Chamber of Commerce</i>
Command Center & Communication • 2.3 – Family Engagement • 2.5 – Supportive Policies and Practices • 3.1 – Governance Systems and Structures • 3.4 – Shared Ownership and Accountability • 3.5 – Communications and Marketing	Bret Bailey <i>Principal, Hamilton Heights Middle School</i>	Jason Beck <i>Beck's Superior Hybrids</i>
Teaching & Learning • 1.1 – Career-focused Academics • 2.1 – Teacher Teams	Julie Griffey <i>Principal, Hamilton Heights Elementary School</i>	Bethany Gremel <i>Beck's Superior Hybrids</i>
Guaranteed Experiences • 1.2 – Work-Based Learning/Career Exploration and Awareness • 1.5 – Student Voice and Leadership • 2.4 – Systems and Structures to Support Experiential Learning • 3.2 – Community Learning Resources	Tricia Rudy <i>Counselor, Hamilton Heights Elementary School</i>	Kelly Ryneearson <i>Leadership In Flight Training Academy (LIFT)</i>

HHSC – Reaching New Heights

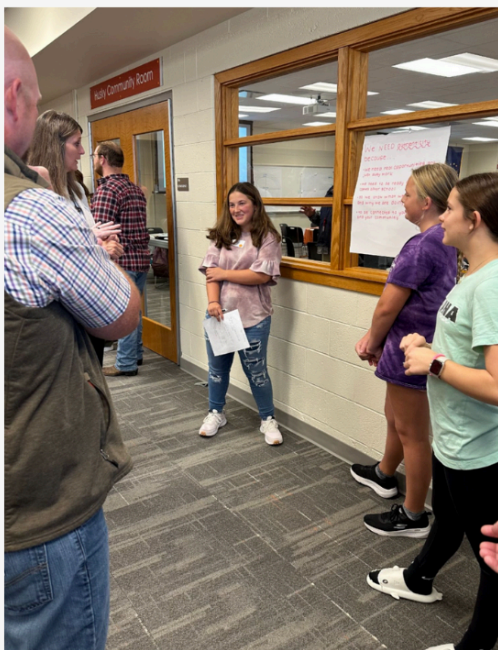
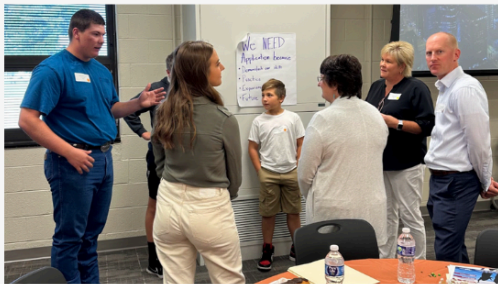
Our “Why”

When Hamilton Heights started this journey with CIESC and Ford NGL, we had one goal: to hire a third counselor for our freshman students at the high school. As we began to see the impact the Ford NGL process has on districts around the country, we understood the wonderful opportunity we had to transform teaching and learning at Hamilton Heights. We have always had high expectations for our students, but this experience has opened up more possibilities for our students to live the district's mission and vision. As we analyzed our mission and vision through the lens of Ford Next Generation Learning, we recognized that both statements include phrases that embody the Ford NGL process. Words and phrases like “innovative”, “students matter”, “quality learning experiences”, and “future personal, professional, and social endeavors” align beautifully with the Ford NGL framework.

When students, staff, parents, school board members, community leaders, and post-secondary leaders convened in September 2023 at our first Portrait of a Graduate day, we began to fully understand the impact community-connected teaching and learning can make. Our objectives for Portrait of a Graduate days were to deepen community-wide commitment to transforming learning for all students, support the vision for community-connected transformation, and develop a portrait of a Hamilton Heights graduate. From the beginning, our stakeholders were all in. Everyone, including the students, knew their voices were being heard and their thoughts were being considered. By creating a Portrait of a Graduate, we would have a “north star” to guide us along the transformational journey.



Portrait of a Graduate – Day 1



Portrait of a Graduate (POG)

During the 2023–2024 school year, students, staff, parents, school board members, community leaders, and post-secondary leaders came together to create a vision of what knowledge, skills, and attributes a Hamilton Heights graduate will possess when they complete this phase of their educational journey. Once stakeholders and the implementation team identified the aspects of an ideal HHSC graduate, we decided it would be impactful to have students create a visual representation of the POG. With the guidance of HHSC staff members, groups of middle school students created multiple drafts to present to the stakeholders in October. After students presented the drafts, small groups of stakeholders evaluated each potential POG, provided feedback for improvements and gave students another opportunity to update their designs. The Implementation Team convened in December to help choose the most popular aspects from each draft to blend into one. Students were tasked with combining the elements and OneZone Chamber of Commerce connected the group to a marketing company to finalize the Portrait of a Graduate. This project and career-centered trip both embody the “why” behind the **Reaching New Heights** initiative. The students presented their final draft at the January meeting to an inspired group with a round of applause. The Portrait of a Graduate the students created will be the foundation for all future **Reaching New Heights** endeavors.

One of the first tasks of the Leadership Team is to build a professional development plan to teach staff members and students about the Portrait of a Graduate and its meaning and importance to this process. Each semester, professional development throughout the district will focus on the Portrait of a Graduate, the Ford NGL strands, and the implementation of the tactic action steps. The Education, Training, and Support plan outlines future professional development for all stakeholders specifically created from the Portrait of a Graduate.

The Portrait of a Graduate and Hamilton Heights High School Pathway Options will help guide the creation of our guaranteed experiences plan, ensuring that all students K–8 participate in career exploration experiences at each grade level that connect to the pathways and clusters offered at the high school. These guaranteed experiences will also help students and staff focus on the skills and attributes listed on the Portrait of a Graduate.

HAMILTON HEIGHTS

PORTRAIT OF A GRADUATE



HAMILTON HEIGHTS SCHOOL CORPORATION
410 W MAIN ST, PO BOX 469
ARCADIA, IN 46030
317-984-3538
WWW.HHSCHUSKIES.ORG



ENROLL ENLIST EMPLOY



LEARN

- Communication in a Global World
- Financial Literacy & Applied Math
- Time Management & Organization

GROW



- Resiliency
- Collaboration & Team Building
- Personal Wellness & Mental Health



EXPLORE

- Life Skills
- Experiential Learning
- Career Awareness

SERVE



- Integrity
- Community Service Projects
- Civic Responsibility

Engaging all students by connecting them to their passions and purpose at Hamilton Heights and beyond.



HHHS Academies, Clusters, and Pathways

When beginning high school, all students will enter the Freshman Academy. During that year, they will explore career opportunities while being members of one of two freshman communities within the academy. The idea behind the communities is to build a sense of belonging that will guide them through their high school journey. Staff members will provide support to students to promote personal and mental wellness.

In grades 10 to 12, students will enter either the Academy of Industry, Technology, and Innovation, or the Academy of Human Services and Entrepreneurship. These academies, clusters, and pathways were designed based on a combination of Indiana Department of Education requirements and workforce data trends in Northern Hamilton County. The courses students are enrolled in will be taught through the lens of the career clusters within the academy.

The overall vision for this high school model is to engage all students by connecting them to their passions and purpose at Hamilton Heights and beyond to ensure they are prepared for enlistment, enrollment, or employment after graduation.



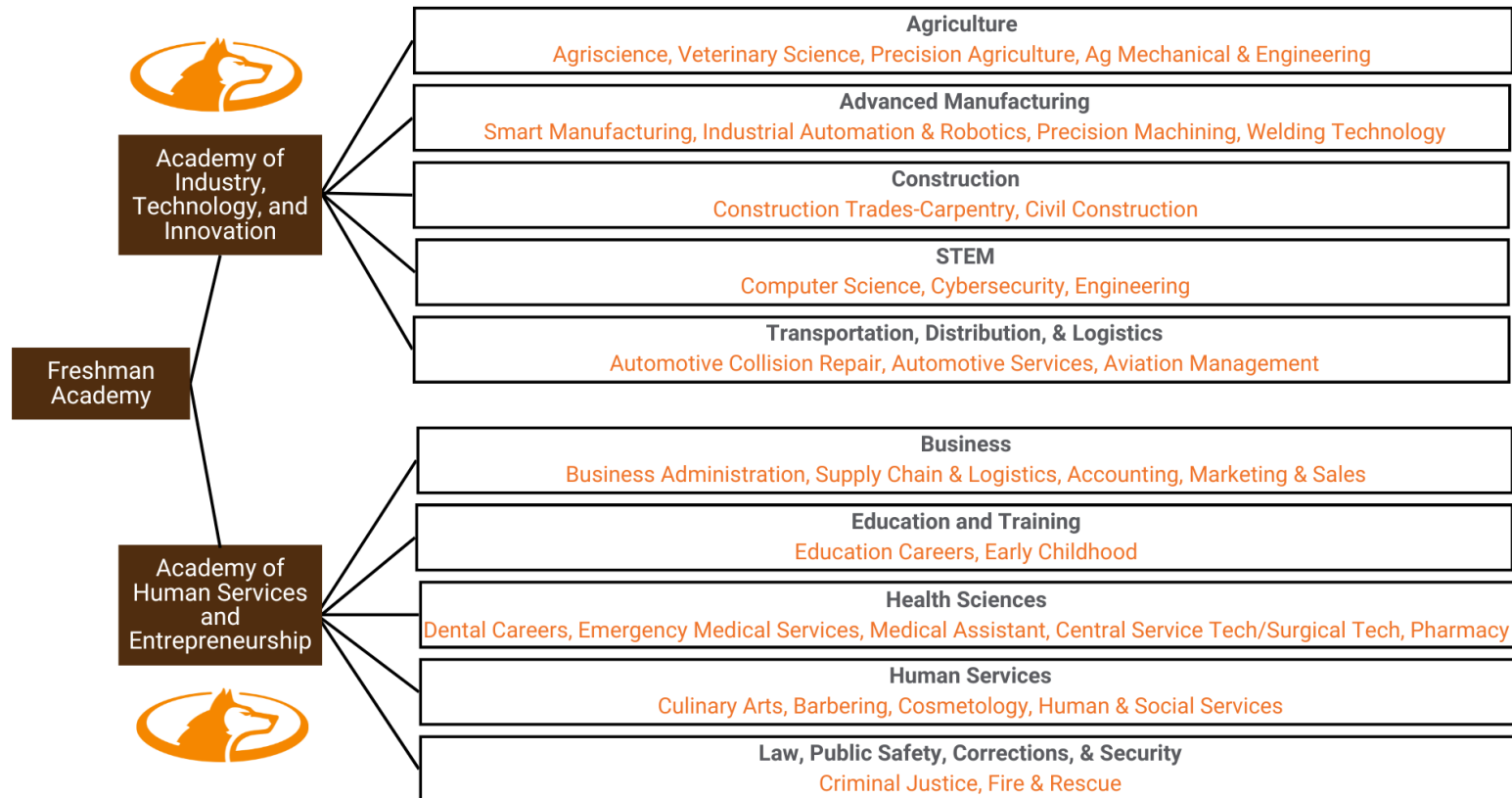
HAMILTON HEIGHTS HIGH SCHOOL PATHWAY OPTIONS



**Academies
(Grades 9-12)**

**Clusters
(Grades 10-12)**

**Pathways
(Grades 10-12)**

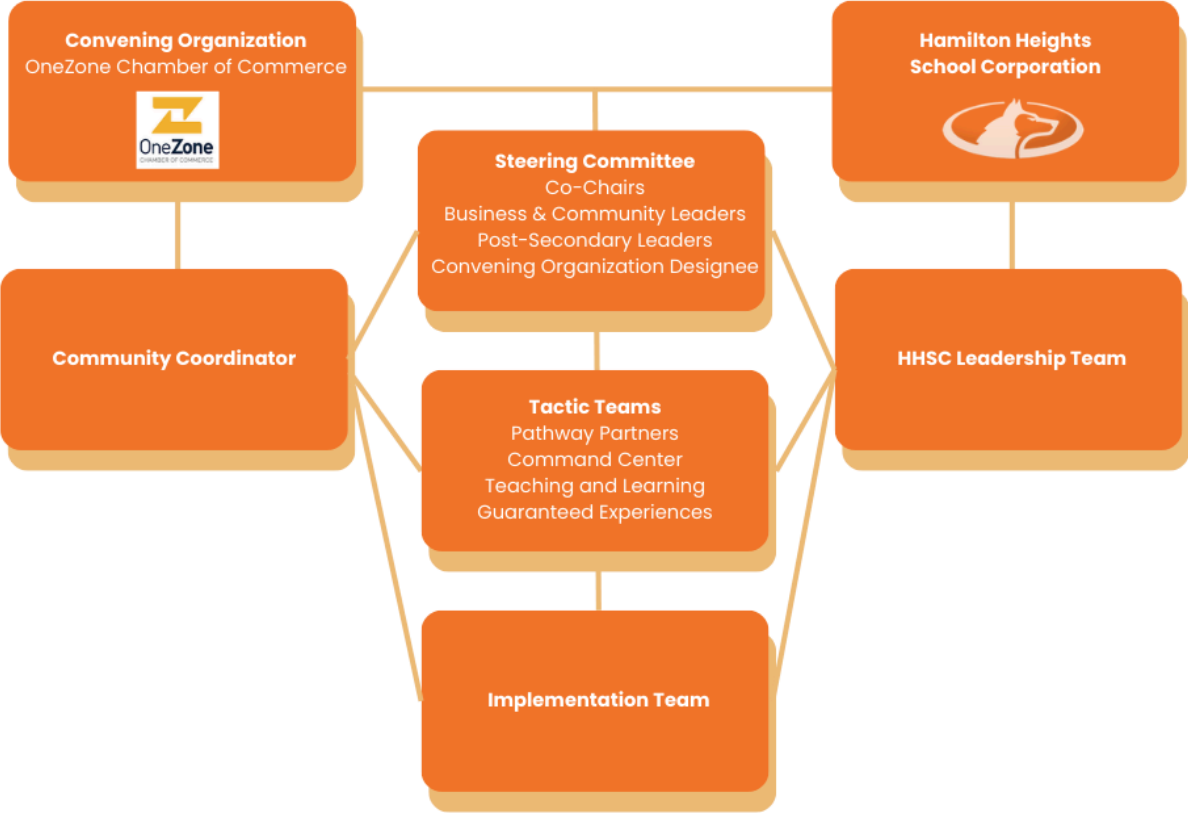


Engaging all students by connecting them to their passions and purpose at Hamilton Heights and beyond.

Governance Structure

HHSC’s governance structure recognizes the importance of community partnerships with our schools. To accomplish our goals, we will include business, industry, and postsecondary partners, district and building administrators, educators, and school board members. The governance structure ensures consistent communication, intentional collaboration, and accountability among all stakeholders for transforming partnerships between our schools and community.

HHSC Governance Structure



Convening Organization

OneZone Chamber of Commerce will act as the convening organization for Hamilton Heights School Corporation (HHSC) by providing oversight and facilitating connections between HHSC and Hamilton County. They will support the work of HHSC by promoting, explaining, and advocating for it to industry and community partners.

Steering Committee

The Steering Committee is a group of individuals who lead the work outlined in the master plan. It is composed of internal and external co-chairs of our tactic teams, a convening organization designee, Hamilton County business and community leaders, and our community coordinator. This team will also lead the charge of K-12 transformation and ensure that the strategies outlined in the master plan are implemented with fidelity. They will also monitor the progress of the master plan and ensure that there is a cycle of continuous improvement. The Steering Committee will convene twice a year to discuss and review the progress made.

Tactic Teams & Implementation Team

The Tactic and Implementation Teams play a pivotal role in strategizing and executing community-connected initiatives outlined in the master plan. Administrators, educators, counselors, community leaders, parents, and a school board member assume the responsibility of planning and overseeing tactic implementation. They will ensure seamless communication of action steps and adherence to the master plan.

Community Coordinator

The Community Coordinator will create and expand opportunities for K-12 students at HHSC based on current workforce trends and data. This person will work with the Work-Based Learning Coordinator and the Director of Guaranteed Experiences to facilitate guaranteed experiences for students.

HHSC Leadership Team

The HHSC Leadership Team collaborates to facilitate coordination and effective communication channels among our students, parents, teachers, staff, and community. Together, they highlight the exceptional opportunities afforded to HHSC students through this initiative, all while prioritizing the fulfillment of our students' educational, social, and developmental needs.

Implementation Framework

The **Reaching New Heights** Master Plan is a living document designed and written in collaboration with the Hamilton Heights community. The purpose of this plan is to guide and direct the first three years of transformation of Hamilton Heights Schools and will be reviewed and updated by the Steering Committee on an annual basis.

The **Reaching New Heights** Master Plan was developed over a three-month long planning process, which was led by four tactic teams centrally organized by the Ford NGL Framework for community-connected learning. As an outcome, each team focused on incorporating the three separate but overlapping strands within the framework; these strands include:

- **Strand One:** Transforming Teaching and Learning
- **Strand Two:** Transforming the Culture, Systems, and Structures of Schools
- **Strand Three:** Transforming Partnerships between Schools and Communities

The tactic teams collaboratively worked to create action initiative plans that included priorities to help guide the district implementation through this transformational process.

Tactic Team #1 – Pathway Partners

The purpose of our Pathway Partners Tactic Team is to harvest information from our community businesses to support our school system (HHSC) and community.

Priority 1: Align pathways/career clusters with opportunities for credits, certifications, and credentials based on student interests and workforce data Align pathways/career clusters with opportunities for credits, certifications, and credentials based on student interests and workforce data

Priority 2: Create structures, systems and processes to include internal and external stakeholders and meet their needs (including a feedback loop). Create structures, systems and processes to include internal and external stakeholders and meet their needs (including a feedback loop).

Priority 3: Identify the needs/opportunities in grades 9–12 for job shadows, internships, WBL, apprenticeships, capstones, etc. (experiential learning).

Priority	Action Step	Timeframe	Responsible Parties
1	Collect student interest survey data (grades 7–12) by fall break (annually) to plan for the next school year.	Year 1	Counselors – Student Survey
1	Collect Hamilton County and federal workforce data, and employers’ needs survey data by fall break (annually) to plan for the next school year.	Year 1	Director of Guaranteed Experiences – County/Workforce Data
1	Hold an annual meeting with students and community partners to discuss the workforce data and movements in student interests (resources, gaps, etc.)	Year 1	Director of Guaranteed Experiences
1	Create/Modify job descriptions for new roles and job opportunities.	Year 1	Administrators
1	Onboard, train, and mentor new and adjunct faculty	Year 1	Administrators
1	Create one academy coach position to facilitate relationships between partners, students, and teachers.	Year 1	Central Office
1	Identify levels of commitment (pathway, academy, and sister partners) from external partners to offer quality student experiences. A finite contribution memorandum should be given to the employer for onboarding & sunseting relationships. All information should be	Year 1	Director of Guaranteed Experiences

	hosted on Vector (commitment level/job types, etc.)		
2	Adopt a process to market our students to employers for mentorships.	Year 1	Director of Guaranteed Experiences / Counselors
2	Develop a protocol for partner's anniversary meetings to revisit current relationship strengths and growth opportunities. The anniversary meeting should address the end of year feedback survey, including skills needed and student improvements.	Year 1	Administrators / Director of Guaranteed Experiences
2	Establish an end-of-year feedback survey for students, parents, and teachers.	Year 1	Director of Guaranteed Experiences / Counselors
2	If there is enough interest in a stated pathway, the data is presented to counseling to consider onsetting and sunseting pathways. Compare current pathways to desired pathways.	Year 2	Director of Guaranteed Experiences / Counselors
2	Create a professional development process for EACH position.	Year 2	Central Office / Administrators
3	Create a matrix and definition list of guaranteed experiences by grade level for all HHSC students. This should be aligned to cover as many pathways as possible!	Year 2	Director of Guaranteed Experiences
3	Create templates for possible student schedule structures and graduation path models, similar to a college major course list.	Year 2	Counselors / Administrators (Middle and High School)
3	Engage learners in real-world learning experiences.	Year 3	Director of Guaranteed Experiences / WBL Coordinator

Tactic Team #2 - Command Center & Communication

The purpose of our Command Center Tactic Team is to create a detailed communication plan with systems and structures that will sustain this process forever.

Priority 1: Evaluate and Identify current assets for sustainability

Priority 2: Create implementation timeline

Priority 3: Create a stakeholder engagement plan

Priority 4: Create a communication plan

Priority 5: Build and distribute **Reaching New Heights** materials

Priority	Action Step	Timeframe	Responsible Parties
1	Write out the internal HHSC roles that will support the "Reaching New Heights" master plan.	Year 1	Central Office
1	Identify the current and potential funding sources (both internal and external) that will support the RNH master plan.	Year 1	Central Office
1	Analyze and update current job descriptions for roles related to RNH.	Year 1	Central Office
1	Outline any gaps in skills or support through merging roles or adding staff. Describe the roles that are irrelevant or redundant. Describe ways these roles be redefined to support the RNH master plan.	Year 1	Central Office / Building Administrators
1	Have strategic meetings with One Zone and Invest in Hamilton County to identify and reach out to community resources, funding sources, business partners, and organizations who can support the RNH master plan.	Year 1	Central Office / Director of Guaranteed Experiences
1	Create a menu of engagement options that highlights and clearly explains the broad understanding of opportunities for students, parents, teachers, and community partners.	Year 1	Technology Team / Central Office / Communications Team
1	Develop and clearly communicate standard operating procedures and agreements with each level of partnership.	Year 1	Central Office / Director of Guaranteed Experiences / Building Administrators
1	Outline and schedule times throughout the year to analyze and re-evaluate processes, procedures, and make adjustments for the upcoming year.	Year 1	Central Office / Implementation Team

1	Combine the PLC schedule with the objectives and actions of the RNH master plan	Year 1	Central Office / Building Administrators
1	Schedule and outline expectations for admin or other leaders to check on each level of the implementation in the schools and in the communities.	Year 1	Central Office / Building Administrators
1	Develop specific ways to celebrate and honor partnerships to highlight their meaningful contributions.	Year 1	Central Office / Building Administrators
1	Develop an evaluation tool that utilizes the 4 elements of the POG to use to measure success at the student, school, parent, and partner level.	Year 1	Central Office / Director of Guaranteed Experiences
1	Provide an annual report to the school board for RNH with recommendations or considerations for staffing, budget, and programming needs.	Year 1	Central Office / Building Administrators
2	Communicate with other tactic teams to bring together all of the necessary communication items	Year 1	Central Office / Communications Team / Tactic Team Chairs and Co-Chairs
2	Assign each item from the tactic teams to our implementation calendar	Year 1	Central Office / Communications Team
2	Align our overall communication strategy and each item with current/future events, videos, kickoff meeting, etc.	Year 1	Central Office / Communications Team
2	Identify sequence of communication for each audience (ie. teachers, students, parents, community, etc.)	Year 1	Central Office / Communications Team
2	Communicate our calendar year plan to internal and external stakeholders	Year 1	Central Office / Communications Team / Director of Guaranteed Experiences
2	Follow calendar year plan to effectively communicate "Reaching New Heights" to our audiences	Year 1	Central Office / Communications Team
2	After each year, identify practices to sunset and create a better timeline and opportunities	Year 1	Central Office / Implementation Team
2	Recover data from our evaluation process to improve the timeline of communications in the future	Year 1	Central Office
3	Identify the value for all-why we care and be involved?	Year 1	Central Office / Building Administrators / Convening

			Organization
3	Identify all stakeholders Businesses, not for profits, staff-ALL, parents, Community Resources and Groups, Neighbors and Community, Donors, Chamber of Commerce / One Zone, HCLA, Universities	Year 1	Communications Team / Central Office / Building Administrators / Convening Organization
3	Outline and define 3 levels of Partnership Engagement, Impact, and Benefits.	Year 1	Central Office / Building Administrators / Convening Organization
3	Schedule and participate in intentional conversations with each partner to explore, define, and possibly expand the possibilities for engagement.	Year 1	Communications Team / Central Office / Building Administrators / Convening Organization / Director of Guaranteed Experiences
3	Create Examples of opportunities and a list of partner, student, teacher, and community References and Advocates to promote the opportunities for students and businesses.	Year 1	Communications Team / Building Administrators / Convening Organization
4	Establish a communications team and who is doing the work.	Year 1	Central Office / Building Administrators / Convening Organization
4	Determine cadence of communication.	Year 1	Communications Team / Central Office / Convening Organization
4	Establish communications budgets.	Year 1	Communications Team / Central Office
4	Assess and evaluate communications assets, and sunset those that do not align with Reaching New Heights Brand Guidelines.	Year 1	Communications Team / Central Office / Building Administrators / Convening Organization
4	Distribute partner opportunities "menu" in connection to convening organization. "How Partners Can Help" Guide.	Year 1	Communications Team / Central Office / Building Administrators / Convening Organization
4	Create and distribute feedback opportunities for all stakeholders	Year 1	Building Administrators / Convening Organization / Director of Guaranteed Experiences
4	Establish ways to collect stories and highlights. Distribute via Videos, mailers, digital signs, print ads, podcast, website, and social media	Year 1	Communications Team
4	Outline order of communication and kick off plan ALL BUILDINGS ON THE SAME PAGE!. (See Timeline action step)	Year 1	Communications Team / Building Administrators / Convening

			Organization
5	Write, create, and print (or digitally share) handouts and materials for marketing, partnerships, and instructional materials.	Year 1	Communications Team / Students / Director of Guaranteed Experiences
5	Create partner materials that help them identify opportunities	Year 1	Technology Team / Communications Team / Director of Guaranteed Experiences
5	Design and order a POG and School Calendar magnet and, possibly, a visual that is connected with the student's HHSC technology device (ipad/MacBook Case, Screen Saver, etc.) that puts the POG in front of all students, teachers, and parents.	Year 1	Technology Team / Communications Team
5	Design, print, and mail out a postcard mailer once per semester highlighting the RNH activities to all district and nearby residents and businesses.	Year 1	Technology Team / Communications Team / Director of Guaranteed Experiences
5	Design and post physical and digital signage around the district that communicates key elements and updates for the RNH process.	Year 1	Technology Team / Communications Team
5	Identify the various audiences for communication and outline what media and frequency is most appropriate for each audience member.	Year 1	Technology Team / Communications Team
5	Establish and set up a central location for internal and external documents and resources (Shared Google Folders and Website Pages)	Year 1	Central Office
3	Develop tools and resources to help parents deepen the impact of the partnership experiences at home.	Year 2	Communications Team / Building Administrators / Convening Organization / Director of Guaranteed Experiences
3	Develop clusters of small to medium companies that have common areas of interest or skills.	Year 2	Building Administrators / Convening Organization / Director of Guaranteed Experiences
4	Distribute Reaching New Heights Brand Guideline to be shared with all buildings and stakeholders.	Year 2	Communications Team / Central Office / Building Administrators / Convening Organization
5	Develop an exhaustive HHSC and RNH branding guidelines of logos, colors, and styles.	Year 2	Technology Team / Communications Team

5	Create building-level roadmaps for communication schedules, projects, partners, and activity schedules.	Year 2	Technology Team / Students / Building Administrators / Communications Team / Director of Guaranteed Experiences
5	Create infographics for the website and social media that highlight the important data points we decide to track.	Year 2	Technology Team / Students / Building Administrators
3	HHSC will develop a Husky Ambassador Program in each school and a Community Members Leaderships Program of 15-30 people/year.	Year 3	Communications Team / Central Office / Building Administrators / Convening Organization

Tactic Team #3 - Teaching and Learning

The purpose of our Teaching and Learning Tactic Team is to provide professional learning offerings to support the development of project-based learning opportunities for all K-12 students, connected to career clusters.

Priority 1: Develop a teacher professional learning plan that is focused on project-based learning.

Priority 2: Ensure that the Portrait of a Graduate elements are explicitly taught and represented in units that are connected to career clusters.

Priority 3: Sustain the Professional Learning Communities (PLC) K-12 process while integrating the Ford Next Generation Learning Master Plan.

Priority 4: Create a freshman seminar and grade 8 preparing for college and career courses.

Priority	Action Step	Timeframe	Responsible Parties
1	Create the “why” for project-based learning. Create a short statement that is shared with all stakeholders explaining why project-based learning is a priority for the district.	Year 1	Instructional Coaches / Administrators / Implementation Team
1	Teach staff: “why” project-based learning	Year 1	Instructional Coaches / Building Administrators / Implementation Team
1	Incorporate students’ stories when teaching the “why”	Year 1	Implementation Team
1	Create a professional development continuum with a timeline	Year 1	Building Administrators / Special Ed Director / Director of Curriculum, Assessment & Data
1	Identify where project-based learning is already occurring in the district	Year 1	Instructional Coaches / Building Administrators
2	Explain Portrait of a Graduate to staff, students, and the community	Year 1	Instructional Coaches / Building Administrators
2	Elementary School Staff will participate in Conscious Discipline training to support the components of the Portrait of a Graduate for all stakeholders.	Year 1	Building Administrators / Guidance Counselors / Special Ed Director / Behavior Specialist
2	Teach the pathways and clusters to staff, students, and the community	Year 1	Instructional Coaches / Building Administrators

3	Determine who will create the annual PLC schedule	Year 1	Building Administrators / Special Ed Director / Director of Curriculum, Assessment & Data
3	Create the PLC schedule	Year 1	Building Administrators / Special Ed Director / Director of Curriculum, Assessment & Data
4	Continue communication with parents (curriculum maps, newsletters, etc.)	Year 1	Central Office / Building Administrators
4	Establish database of potential community contacts-all career clusters [update annually: who when, how involved; include guest speakers]	Year 1	Central Office / Building Administrators / Director of Guaranteed Experiences
4	Community communication (easily accessible: website, newsletter, social media)	Year 1	Central Office / High School Administrators
4	Create job description for freshman seminar	Year 1	High School Administrators
1	Identify and secure resources for professional learning	Year 2	Instructional Coaches / Implementation Team
1	Provide learning experiences on and off campus for staff	Year 2	Community Leaders / Instructional Coaches / Director of Guaranteed Experiences
2	Identify existing and potential units K-12 with alignment to clusters (match with guaranteed experiences)	Year 2	Instructional Coaches / Teachers
2	Create units that are aligned to guaranteed experiences (match with guaranteed experiences)	Year 2	Instructional Coaches / Teachers
2	Coordinate with guaranteed experiences to balance clusters K-12	Year 2	Instructional Coaches / Teachers
2	Plan for resources, funding, and partners for each unit	Year 2	Building Administrators / Convener / Freshman Seminar Teacher / 8th Grade Teacher / Director of Guaranteed Experiences
3	Create more PLC time outside of early release days to sustain current initiatives and provide additional time for Ford NGL learning. (collaboration days, E-learning days)	Year 2	Building Administrators / Special Ed Director / Director of Curriculum, Assessment & Data
4	Implement and regularly update curriculum map for freshman seminar and PCC 8	Year 2	Middle School & High School Administrators
1	Create and share written expectations for teachers	Year 3	Instructional Coaches / Building Administrators / Special Ed Director

2	Integrate students' career/self-assessment needs in unit design	Year 3	Instructional Coaches / Teachers
2	Implement, assess, and modify units to meet students needs	Year 3	Instructional Coaches / Teachers
3	Determine which training needs to be for all staff or targeted smaller groups (Train the Trainer)	Year 3	Building Administrators / Special Ed Director / Director of Curriculum, Assessment & Data / Instructional Coaches
4	Develop plan to measure effectiveness of freshman seminar (audit, surveys)	Year 3	High School Administrators / Guidance Counselors

Tactic Team #4 - Guaranteed Experiences

The purpose of our Guaranteed Experiences Tactic Team is to create a K-12 continuum of guaranteed experiences that support ALL students with career awareness, exploration, and experiences that represent the HHSC Portrait of a Graduate.

Priority 1: Evaluate current experiences and identify gaps to communicate with the Partner Pathway Team.

Priority 2: Develop a continuum of K-12 experiences which include a work-based plan for HHHS.

Priority 3: Connect Portrait of a Graduate and employability skills with work-based learning and guaranteed experiences.

Priority 4: Utilize and reflect with students to ensure experiences are meaningful.

Priority	Action Step	Timeframe	Responsible Parties
1	Create definition of Guaranteed Experience for all stakeholders	Year 1	Implementation Team
1	Inventory current mass experiences	Year 1	Teachers or Grade Level Representatives
1	Note other experiences happening in isolation that could become mass experiences	Year 1	Teachers or Grade Level Representatives
2	Research Ford NGL and non-NGL Guaranteed Experiences	Year 1	Guaranteed Experiences Team
2	Plan where current Guaranteed Experiences fit into different buildings and grade levels and if they are appropriately placed. Rearrange experiences as needed.	Year 1	Guaranteed Experiences Team
2	Create a document to store Guaranteed Experiences history that we want to keep or drop.	Year 1	Guaranteed Experiences Team
3	Decide how many points of contact at each building for Guaranteed Experience and how many student representatives for each grade	Year 1	Implementation Team / Administrators
4	Create job descriptions for the Guaranteed Experience team members in each building	Year 1	Guaranteed Experiences Team / Administrators
4	Decide meeting dates for the Guaranteed Experience team members	Year 1	Guaranteed Experiences Team / Administrators
1	Identify gaps in HS pathway representation and community/business representation in our Work-Based Learning (WBL) and	Year 2	Guaranteed Experiences Team / Pathway Partners Team

	Guaranteed Experiences		
1	Give Pathway Partners the list of Guaranteed Experiences we want to explore	Year 2	Guaranteed Experiences Team / Pathway Partners Team
2	Create infographic of our K-12 Guaranteed Experiences (possibly a separate K-8 graphic)	Year 2	Guaranteed Experiences Team
2	Description of each experience and WHY	Year 2	Guaranteed Experiences Team / Teaching and Learning Team
3	Develop Uniform Planning Guide and Rubric to show connection of each Gurataneed Experience to POG and employability skills	Year 2	Guaranteed Experiences Team / Teaching and Learning Team / Pathway Partners Team
3	Reflect and evaluate the Gurataneed Experience rubrics and planning guides annually to decide what to keep, drop, or further develop.	Year 2	Guaranteed Experiences Team / Teaching and Learning Team
4	Create K-2, 3-4, 5-8, 9-12 pre-experience surveys to be given before each GE	Year 2	Guaranteed Experiences Team / Teaching and Learning Team
4	Create K-2, 3-4, 5-8, 9-12 student exit surveys to be given after each guaranteed experience	Year 2	Guaranteed Experiences Team / Teaching and Learning Team
4	Collaborate with the Teaching and Learning team to set specific timelines for the administering of the pre and exit surveys	Year 2	Guaranteed Experiences Team / Teaching and Learning Team
1	Re-evaluate annually and Incorporate feedback from other teams	Year 3	Implementation Team
2	Assign partner pathway to each grade level Guaranteed Experience.	Year 3	Guaranteed Experiences Team
2	Create a timeline for implementation of guaranteed experiences.	Year 3	Implementation Team / Transportation / Facilities
4	Develop building specific teams (including students) to examine student voice from the exit surveys	Year 3	Implementation Team and Administrators
4	Share student voice with the larger implementation team and school community	Year 3	Students and Implementation Team
4	Incorporate career awareness platform (Naviance, Xello, Career Coach) to reflect on student interest and experiences	Year 3	Counselors / Teachers / Students

Tactic Team #5 – Professional Development

The purpose of our Professional Development Team is to create a comprehensive proposal that outlines the education, training, and support provided to all stakeholders within the Hamilton Heights community.



Education, Training, and Support Plan

Education

- Science of Reading (K-6 Staff)
- Restorative Practices (HHHS)
- MTSS (HHHS)
- Project Based Learning (Families, Community)
- Brand Guidelines (Staff, PR team)
- Portrait of a Graduate (Families, Community)
- Terms and Acronyms (Everyone)
- The Why (School Board, All Staff, Families, Community)
- Pathways & Clusters (HHMS, HHES Staff)
- Time Management
- Canva Skills (Staff)
- Survey Information (Families)
- Guaranteed Experiences (Everyone)
- Onboarding (Adjunct)

Training

- Xello / Career Assessments (All Staff)
- Onboarding (Current Staff and New Hires)
- How to Interpret Results (Building Level Teams)
- Communication/Story Writing (Public Relations Officer)
- Story Brand (IT, 1 Teacher in Each Building)
- Restorative Practices (HHES & HHMS)
- 10-12 Counselor Training (HHHS Counselors)
- 6-8 Teaming (HHMS Teachers)
- 10-12 Teaming (HHHS Teachers)
- PK-8 Conference (HHES & HHMS Staff, Counselors, and Administrators)
- 9-12 Conference (HHHS Staff, Counselors, and Administrators)
- MTSS (HHMS)
- Project Based Learning (All Staff)
- Bringing the POG to Life (All Staff)
- Academy Coach Training (Coach)
- Distributive Leadership (Administrators)
- Student Ambassador (Students)
- State Testing (Staff)

Support

- Survey Information (All Staff)
- PLC (Teachers and Administrators)
- Freshman Seminar Survey (Staff and Students)
- Freshman Academy Readiness Survey (Staff and Students)
- Whitley County Community Schools Transformation Visit
- Batesville Community Schools Transformation Visit
- Fort Wayne Community Schools Transformation Visit
- MTSS (HHES)

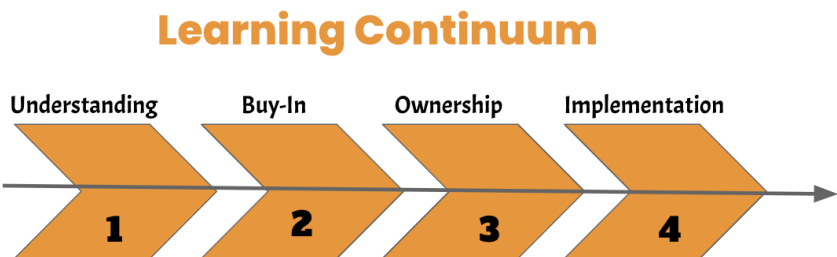
Tactic Team #6 – Data Monitoring

To ensure that consistent progress and measurement of implementation of the Master Plan is being met, data will be collected annually on the **Reaching New Heights** initiative. Data will be collected based on the four areas identified in the Portrait of a Graduate: learn, explore, grow, and serve.

Learn

Professional development will occur throughout the school year for all staff members based on the Tactic Team action plan. Continuous education, training, and support about the **Reaching New Heights** initiative is imperative to fully implement the master plan.

Data Point: Learning Continuum survey that measures staff understanding of the **Reaching New Heights** vision, specifically addressing the Portrait of a Graduate, High School Pathway options, the purpose of community partnerships, and the overall understanding of the **Reaching New Heights** initiative.



Measurement Time Frame: Survey will be administered to all HHSC staff at the beginning of the year, middle of the year, and end of the year.

4	3	2	1
90–100% of respondents indicate they are at Buy In or higher on the Learning Continuum.	80–89% of respondents indicate they are at Buy In or higher on the Learning Continuum.	70–79% of respondents indicate they are at Buy In or higher on the Learning Continuum.	<70% of respondents indicate they are at Buy In or higher on the Learning Continuum.

Explore

A priority of the **Reaching New Heights** initiative is to create meaningful partnerships with community, business, and post-secondary partners to allow students to explore careers available to them after graduation. By measuring the number of external partnerships and guaranteed experiences, we can ensure growth in experiential learning.

Data Point: Number of grade levels (out of 13) that have at least one designated external partner to foster a grade-level guaranteed experience.

Measurement Time Frame: Data will be gathered at the end of the school year.			
4	3	2	1
At least 6 out of 13 grade levels have a designated external partner to foster a grade-level experience.	5 out of 13 grade levels have a designated external partner to foster a grade-level experience.	4 out of 13 grade levels have a designated external partner to foster a grade-level experience.	3 or fewer grade levels have a designated external partner to foster a grade-level experience.

Grow

In order to prepare for employment, enlistment, or enrollment after high school, students in grades 11 and 12 will participate in work-based learning to learn resiliency, collaboration, and team building.

Data Point: Percent of students in some type of work-based learning (internships, job shadow, etc.) in grades 11-12.			
Measurement Time Frame: Data will be gathered at the end of the school year.			
4	3	2	1
At least 10% of students in grades 11-12 participate in some type of work-based learning.	8 to 9.9% of students in grades 11-12 participate in some type of work-based learning.	6 to 7.9% of students in grades 11-12 participate in some type of work-based learning.	Less than 6% of students in grades 11-12 participate in some type of work-based learning.

Serve

Stakeholders identified community service and civic responsibility as key pieces of a graduate who is prepared for life after high school. By measuring the service learning opportunities available to our students, we will increase our awareness of and participation in service learning.

Data Point: Percent of grade levels (out of 13) that have a service learning opportunity that connects to a grade-level guaranteed experience.			
Measurement Time Frame: Data will be gathered at the end of the school year.			
4	3	2	1
At least 3 out of 13 grade levels have a service learning opportunity that connects to a grade-level guaranteed experience.	2 out of 13 grade levels have a service learning opportunity that connects to a grade-level guaranteed experience.	1 out of 13 grade levels have a service learning opportunity that connects to a grade-level guaranteed experience.	No grade levels have a service learning opportunity that connects to a grade-level guaranteed experience.

Assessment

Beginning in the fall of the 2025–2026 school year, Hamilton Heights School Corporation will assess the **Reaching New Heights** framework on an annual basis to ensure alignment to the Master Plan and that all stakeholders are executing the transformational work with fidelity. We will also evaluate the relevance of the work to existing and projected workforce needs and progress toward performance indicators.

The Steering Committee will oversee the annual assessment and work closely with all levels of the governance structure to review assessment data and feedback from businesses, community leaders, post-secondary institutions, parents, students, and educators across Hamilton Heights School Corporation. The assessments and feedback gathered will help guide and direct the implementation of any necessary adjustments to continue to grow and strengthen the **Reaching New Heights** initiative.

Once it is established, all stakeholders will have access to the data dashboard that will display Hamilton Heights School Corporation's progress of the **Reaching New Heights** initiative and its impact on strengthening the talent pipeline and future workforce.