

Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/junior_high

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hardee Junior High will provide appropriate and meaningful educational opportunities for our students, so that all may reach their maximum potential, thereby enabling them to become productive and competitive citizens in a global society.

Provide the school's vision statement

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Hardee Junior High, we strive to make our staff aware of the cultural make-up of our student body, and how these cultural differences might effect student learning. Cultural sensitivity training is embedded within a majority of our professional development activities, in particular, our AVID (Advancement via Individual Determination) training. This knowledge of and sensitivity to cultural differences is the foundation for building positive relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Hardee Junior High provides students a safe and respectful environment before, during, and after regular school hours.

Beginning at 7:00 each morning, early arriving students report to the cafeteria, where staff members are stationed to welcome and supervise them until 8:00 a.m. Those students who wish to have breakfast are served beginning at 7:40 a.m. All students are offered breakfast at no cost. At 8:00 a.m., those students who are not eating breakfast are dismissed to report to their homeroom class. All teachers with a first-period class are stationed in their classrooms beginning at 8:00 a.m., where they welcome and supervise their students until the opening bell at 8:20 a.m. Additional staff are assigned duty around the outside areas of the campus, where they greet students and insure that they're moving quickly along to their first period class.

Throughout the day, classroom teachers step out into the hallways during transition times to supervise students and keep them moving along to their next assigned class.

At the conclusion of the school day, students are released at staggered dismissal times to insure student safety as they egress the campus. Staff members are stationed around the outside areas of our campus, particularly along the route to our bus and car rider pick-up areas, to assist students with egress.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hardee Junior High is a Positive Behavior Supports (PBS) school. Behavioral expectations of both students and staff are clearly outlined and reinforced through incentives for positive behaviors. The code of student conduct is disseminated to staff and students at the start of the school year, with consequences for negative behaviors clearly outlined.

In an effort to minimize distractions and disruption of instructional time, teachers needing immediate assistance of administration or the dean's office will request for students who need to be removed from the learning environment be picked up by an office support staff member. If this isn't possible, the teacher will contact the dean's office to let them know that a student is being sent with a referral. This allows for minimal disruption, keeping instruction flowing as best as possible.

Our administrators and deans meet frequently to look at discipline data and discuss related trends. Insuring that the code of student conduct is fairly and consistently enforced is frequently an agenda topic for these meetings.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All staff members are familiar with the process of recommending/referring needful students to the proper support staff member. In the majority of cases, this is initially one of our two guidance counselors. After an initial assessment, the counselor begins services with the student or recommends them for more in-depth services with our school psychologist or outside resources that might be available.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Hardee Junior High School recognizes that when working with middle school students, a proactive approach is always best. Particularly with regards to recognizing students in need, whether the need is academic or behavioral in nature.

With this in mind, the following Early Warning System (with indicators) will be used at Hardee Junior High School:

- Students whose attendance rate dips below 90 percent will be quickly identified, with a referral to their guidance counselor being generated. The counselor will conference with the student and/or their parent(s) to ascertain the reasons for the excessive absences. When appropriate, or at the required interval, students and parents will be referred to Youth and Family Services for further monitoring of absences and possible action.
- Once a student receives an in- or out-of-school suspension, a conference with one of the deans will take place. In addition to the conference with the student, the dean will contact a parent or guardian to apprise them of the incident and resulting consequences. Upon a student's second in- or out-of-school suspension, a referral will be made to the student's assigned guidance counselor. The counselor will conference with the student to try and ascertain the reasons for the student's excessive behavioral related interventions. Upon a student's third in- or out-of-school suspension, the student will be referred to a school administrator, who will consider options for each individual student.
- Once a student receives a failing grade (for a grading period) in ELA or mathematics, a conference with the student will be conducted by either a guidance counselor or school administrator. The purpose of the conference is to ascertain the reasons for the student's academic struggles and what supports might be necessary to help them bring their grade up and sustain it.
- All students scoring at Level 1 on the statewide assessments in either ELA or mathematics will be placed in an "intensive" reading or mathematics class to provide additional support with the skills necessary for growth in the content area.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Interventions - Conference with student, Youth and Family Alternatives referral for support.
 Behavioral (Suspensions) Interventions - Conferences with Student (dean, counselor, administrator), Conference with parents (administration), Consideration for alternative placement to provide better support for student.
 Course Failure Interventions - Conference with student (counselor), Schedule/teacher change (if deemed appropriate), Rtl/MTSS for specific and appropriate content areas.
 Level 1 Interventions - Placement in "intensive/remedial" class for greater support, Rtl/MTSS for specific and appropriate content areas.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24362>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hardee Junior High's current business partner is PhosChem Supply Company. PhosChem is supportive of the school's efforts and provides resources when possible to help fulfill the school's mission. Additionally, Hardee Junior High participates in bi-monthly meetings with the Hardee Educational

Foundation Committee, a school/business partnership whose purpose is connecting businesses with schools in an effort to support the school's missions. This collaborative relationship has provided resources above and beyond those provided by our primary business partner.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Herron, Doug	Principal
Cornelius, Beverly	Assistant Principal
Durastanti, Meredith	Assistant Principal
Bostanche, Joanne	Instructional Coach
Terrell, Kerry	Guidance Counselor
Matthews, Shirhonda	Guidance Counselor
Knight, Sharon	Dean
King, Jermain	Dean
McClellan, Beverly	Teacher, K-12
McGuckin, Kim	Teacher, K-12
Gilliard, Jessica	Teacher, K-12
Wandrey, Angela	Teacher, K-12
Kelly, Barbara	Teacher, ESE
Rogers, April	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal and Assistant Principals (Douglas Herron, Beverly Cornelius, and Meredith Durastanti): Provide a common vision for the use of data in the decision making process. Insures that the school-based team is implementing MTSS/Rtl. Conducts periodic assessments of the MTSS/Rtl skills of relevant school staff. Insures the implementation of intervention support and documentation. Insures adequate professional development to support MTSS/Rtl implementation. Communicates with parents regarding school-based MTSS/Rtl plans and activities.

General Education Teachers: Provide information regarding core instruction. Participates in the collection of student achievement data. Delivers tier 1 instruction. Collaborate with other staff to implement tier 2 interventions. Integrates tier 1 materials and instruction with tier 2 and 3 activities.

Literacy Coach (Joanne Bostanche): Develops, leads, and evaluates school core content standards and programs. Identifies and analyzes existing literature on scientifically based curriculum, behavior assessments, and intervention approaches. Identifies systematic patterns of student need while coordinating with district personnel to identify appropriate evidence-based intervention strategies. Assists with school-wide screening programs that provide early intervention services for students considered to be "at-risk." Assists in the design and implementation of progress monitoring, and data collection/analysis. Participates in the design and delivery of professional development. Provides guidance and support on district K-12 Reading Plan.

Guidance Counselors (Kerry Terrell and Shirhonda Matthews) and School Psychologist (Alicia Jefferson): Provide technical and professional expertise and assistance. Mrs. Jefferson also offers an outsiders perspective to the team, providing an objective voice in the process.
Deans of Students (Sharon Knight and Jermaine King): Provides services and expertise on behavioral issues and intervention procedures with individual students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our MTSS team consists of Curriculum Leadership Team members. This team: (1) provides data on tier 1, tier 2, and tier 3 targets; (2) identifies academic and social/emotional areas that need to be addressed; (3) sets expectations for instruction; (4) facilitates the development of a systemic approach to teaching; and (5) helps align processes and procedures.

Title I, Part A - Provides funds to all eligible district schools, in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. The grant is also a funding source for supplemental instructional technology.

Title I, Part C Migrant - Provides services to migrant students (Pre-K - 12th Grade) and their families. The primary goals of the migrant program is to improve the academic performance of migrant students and provide health and guidance services to them. Parent involvement/education is also an integral part of the migrant program.

Title II - Provides professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the Literacy Coaches, the District Resource Teacher, and the District Data Coach. The district Director of Curriculum will also assist in providing guidance and support with the staff development process.

Title III - Supports activities to assist students in becoming proficient in English. Supports teacher PD in ELL strategies and parent involvement/education.

Title X, Homeless - Provides support and activities to assist homeless students.

Supplemental Academic Instruction (SAI) - SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.

Violence Prevention Programs - Red Ribbon Week is done school wide in October to promote safe and healthy habits.

Nutrition Programs - The school breakfast program offers a nutritious breakfast for full-pay students, as well as those participating in the free/reduced meal program. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition. The National school lunch program provides a nutritious lunch for both full-pay and free/reduced students. Healthy food supports academic achievement by providing the necessary nutrients for student growth and development. The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Douglas Herron	Principal
Tammy Gomez	Education Support Employee
Lucilla Villalva	Parent
Maria Hernandez	Parent
Wendy Floyd	Parent
Linda Harrison	Parent
Debbie Macedo	Parent
Chic Cook	Parent
Amy Rigney	Education Support Employee
Annette Zuniga	Education Support Employee
Samuel Rivera	Teacher
Martinia Zuniga	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Included in the agenda for the first SAC meeting of the 2015-2016 school year will be a review and evaluation of the 2014-2015 SIP.

Development of this school improvement plan

Input solicited from the SAC at the conclusion of the 2014-2015 school year was used in the creation of this plan. The plan will also be reviewed and approved by the SAC prior to school board approval.

Preparation of the school's annual budget and plan

SAC meeting agendas will include a discussion of the school's budget (district, State, and Federal), with the SAC being notified of planned expenditures within each budget category.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds allocated for the 2013-2014 school year were budgeted and expended as follows:

- \$3,000 - School wide student awards
- \$2,000 - Field day events/activities
- \$4,000 - Accelerated Reader (AR) Rewards
- \$2,500 - Roll-over to 2014-2015 school year

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Herron, Doug	Principal
Cornelius, Beverly	Assistant Principal
Durastanti, Meredith	Assistant Principal
McGuckin, Kim	Teacher, K-12
Davis, Kim	Teacher, K-12
Kelly, Debra	Teacher, K-12
Crews, Melissa	Teacher, K-12
Moye, Susan	Teacher, K-12
Gilliard, Jessica	Teacher, K-12
Nazario, Sheyla	Teacher, K-12
Collom, Anna	Teacher, K-12
Wandrey, Angela	Teacher, K-12
Bostanche, Joanne	Instructional Coach
Buzzard, LeAnne	Teacher, K-12
McClellan, Beverly	Teacher, K-12
Powell, Mitzi	Teacher, K-12
Kelly, Barbara	Teacher, ESE
Rogers, April	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will monitor our MTTS/RtI and Positive Behavior Support (PBS) systems for fidelity of implementation. The LLT will monitor school-wide initiatives (AVID, SpringBoard, iReady, etc.) to determine their impact on instruction and student achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers are compensated for collaborative planning time after regular work/school hours. Teachers are segregated into small (3-5 member) Professional Learning Communities based on the core subject and grade-level that they teach. During this collaborative planning time, teachers will primarily work with their small group PLC to look closely at their student achievement data, using the results to plan and adjust their instructional strategies and improve their use of both formative and summative student assessments. The goal is to increase student engagement in rigorous and relevant learning activities, which will lead to increased student growth and achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Participation in the Great Florida Teach-In: Douglas Herron, Principal
 New Teacher Signing Bonus: Greg Harrelson, Director of Finance

District's Connections Program for Beginning Teachers: Kristen Rivas, District Highly-Qualified Facilitator
Pairing of Beginning Teachers with a Highly-Qualified, Experienced, and Proven Educator in a Mentor/
Mentee Relationship: Joanne Bostanche, Literacy Coach; and Tammy Miller, (HES) Literacy Coach

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers are formally paired with one of our literacy coaches: Joanne Bostanche, HJH coach; and Tammy Miller, HES coach. Their experience, expertise, and personalities make them obvious choices as mentors for new teachers. Additionally, all beginning teachers are informally paired with their departmental PLC leader. The PLC leaders experience and expertise within their certified, core academic area make them obvious choices as secondary mentors for our new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All instructional staff will receive initial and ongoing training in Florida's Standards. Administrators, instructional coaches, and PLC leaders will evaluate all instructional programs and materials for alignment to Florida's Standards prior to any purchases being made.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student achievement data will be disaggregated at the small group PLC level. This data will then be used to guide teachers in the differentiation of their instructional practices to best meet the needs of a diverse group of learners in each content-area, at each grade-level. Our instructional coach is in the process of training and modeling for teachers the use of small group learning centers in their classrooms. These centers make the differentiation of instruction much easier and allow for modification of instruction within each center as needed. Students needing additional time or more intense instruction are served through the Rtl process or through extended learning activities.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

After-school program to target lowest quartiles in math and reading, Algebra I students, and struggling Civics students. This program is projected to begin the first week of November, and will run three days per week through the end of March/first of April. Taking out holidays, the program will run approximately 60 days, at 90 minutes each day, for a total of 5400 additional instructional minutes.

Strategy Rationale

Additional instructional time to for students who are struggling in math and reading will allow teachers to target specific areas of weakness and to further engage these students in rigorous instructional activities that are required for success on the FS assessment. Additional time for struggling Algebra I and Civics students will allow these teachers to better prepare these students for their respective end-of-course (EOC) assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Cornelius, Beverly, bcornelius@hardee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District Benchmark and FAIR data for participating students will be analyzed and compared to the BM and FAIR data for all students to determine if additional instructional time is contributing to student growth and achievement beyond the core instructional day.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At the conclusion of each school year, 5th grade students at all feeder elementary schools are brought to Hardee Junior High for an initial orientation and tour of the school. Additionally, a pre-school open house is held for these students and their parents, giving them an opportunity to get their schedule and meet their teachers prior to the start of school.

At the conclusion of each school year, all 8th grade students are transported to Hardee Senior High, the only high school that we feed into, for a campus tour and orientation. Additionally, Hardee Senior High holds a pre-school open house for these students, giving them an opportunity to get their schedule and meet their teachers prior to the start of school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All Hardee Junior High School students complete a course of study in careers prior to being promoted to high school. This course is embedded within one of the students' core academic classes. The curriculum for this course provides exposure to various career fields, while providing students with the

educational requirements for working in these fields.

All Hardee Junior High School students also complete an ePep online planning/scheduling template prior to being promoted to high school. The ePep is designed to assist students with course selection at the high school level, based on the post-secondary plans and aspirations of the student. The ePep is completed with assistance and guidance from each students' career teacher, as well as from the Hardee Junior High School guidance staff.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Hardee Junior High School will continue offering the following career and tech ed/vocational courses for the 2015-2016 school year:

Foundations of Agriculture - This high school credit course will allow participating students to see the relevance of science to the real-world career field of agriculture. Participating students will be prepared to enter Hardee Senior High School's advanced agriculture coursework.

Microsoft Office - Participating students in these career and technical education courses will be able to sit for the Microsoft Office Industry Certification Exam. Students who pass the exam will be certified to work with Microsoft Office within relevant industries. Course participation will also provide students with relevance between their academic work and real-world work experience.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Provide rigorous, relevant, and meaningful curriculum and instruction to all students.

Engage students in the instructional process, allowing them to be active participants in their education.

Communicate frequently with parents and other stakeholders regarding academic and behavioral expectations of students.

Create a culture of high expectations for administration, teachers, support staff, students, and parents.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All instructional staff will engage students in rigorous and relevant instruction to increase student achievement and prepare them for college and career readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All instructional staff will engage students in rigorous and relevant instruction to increase student achievement and prepare them for college and career readiness. 1a

G072244

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
ELA/Reading Gains	65.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- AVID Strategies
- Ongoing Professional Development
- Kagan Structures
- Springboard Curriculum
- Document Based Questioning
- Administrative Support
- Instructional Coaches
- DA Regional Team Support
- Math and Science Resource Teacher for Small Group Instruction
- Peer Teachers
- Technology
- iReady for Reading and Math as a Diagnostic, Prescriptive, and Benchmark Assessment Tool
- Structured PLC groupings for data analysis and collaborative instructional planning

Targeted Barriers to Achieving the Goal 3

- Teachers' lessons and instruction lack full integration of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.

Plan to Monitor Progress Toward G1. 8

All instructional staff are engaged in rigorous and relevant instructional activities with students at all achievement levels, and an increase in student growth and achievement data.

Person Responsible

Doug Herron

Schedule

Every 6 Weeks, from 8/17/2015 to 5/23/2016

Evidence of Completion

Increases in Student Achievement as Evidenced by Benchmark Assessment and FAIR Data, Walk-through observation data, FSA Data, and Algebra, Geometry, Civics, and Subject-Area EOC Assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All instructional staff will engage students in rigorous and relevant instruction to increase student achievement and prepare them for college and career readiness. **1**

 G072244

G1.B2 Teachers' lessons and instruction lack full integration of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. **2**

 B188372

G1.B2.S1 Through ongoing AVID professional development and monthly best practice sessions, teachers will begin to more routinely engage in instructional best practices with the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) framework as the guiding rubric. **4**

 S199791

Strategy Rationale

All instructional staff will receive an initial or refresher training in the implementation of WICOR strategies in their lesson planning and instructional delivery. This will provide teachers with a definition of and framework for rigorous instruction. Teacher observations by administration and instructional coaches will insure that the WICOR strategies are fully integrated in each classroom. It will also provide the opportunity for follow-up training for those staff members who might still need it.

Action Step 1 **5**

AVID WICOR Strategies Best Practice Sessions

Person Responsible

Meredith Durastanti

Schedule

Monthly, from 9/22/2015 to 5/17/2016

Evidence of Completion

Faculty Meeting/Best Practice Session sign-in sheets. Documentation of the use of WICOR strategies in teacher lesson plans. Classroom observation data to evidence the use of collaborative structures by teachers.

Action Step 2 5

Continue Implementation of Tiered Coaching Cycle, with a focus on planning, delivering, and assessing rigorous and relevant lessons in all content areas.

Person Responsible

Joanne Bostanche

Schedule

Weekly, from 9/8/2014 to 5/23/2016

Evidence of Completion

Documentation (log) of coaching cycle activities by all three academic coaches. Coaching Calendar, Lesson Plans.

Action Step 3 5

All Instructional Staff Collaboratively Engaged in Small Group PLC Activities.

Person Responsible

Doug Herron

Schedule

Weekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

PLC sign-in sheets, PLC log to document weekly PLC activities.

Action Step 4 5

Monthly AVID Classroom Walk-through observations, which include select members of the instructional staff.

Person Responsible

Meredith Durastanti

Schedule

Monthly, from 9/29/2015 to 2/23/2016

Evidence of Completion

WICOR data generated from walk-through observations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

A review of teacher lesson plans for each small group/content area PLC will evidence the inclusion of highly engaging and rigorous WICOR strategies. Classroom Walk Through Observations will evidence that WICOR instructional strategies are being implemented in classrooms across all content areas; Coaching Cycle activities will reinforce instructional skills for all instructional staff members; A review of student generated work samples will evidence rigor; and an analysis of Benchmark Data will evidence ongoing student growth and achievement.

Person Responsible

Doug Herron

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans; Classroom Walk Through Observation Data Documentation; Coaches Log; Student Work Samples; Benchmark Data, agenda/notes (administrative PLC checklist)/minutes/sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitoring of teacher lesson plans will show evidence of the full integration of WICOR strategies within their lessons. Classroom walk-through observations will evidence that teachers are engaged in instructional best practices, allowing students to be collaboratively engaged in rigorous and relevant standards-based activities.

Person Responsible

Doug Herron

Schedule

Weekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Walk-through obseravtion data, student work samples, decrease in student referrals, district benchmark data, formative and summative classroom assessments, agenda/notes (administrative PLC checklist)/minutes/sign-in sheets.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	AVID WICOR Strategies Best Practice Sessions	Durastanti, Meredith	9/22/2015	Faculty Meeting/Best Practice Session sign-in sheets. Documentation of the	5/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				use of WICOR strategies in teacher lesson plans. Classroom observation data to evidence the use of collaborative structures by teachers.	
G1.B2.S1.A2	Continue Implementation of Tiered Coaching Cycle, with a focus on planning, delivering, and assessing rigorous and relevant lessons in all content areas.	Bostanche, Joanne	9/8/2014	Documentation (log) of coaching cycle activities by all three academic coaches. Coaching Calendar, Lesson Plans.	5/23/2016 weekly
G1.B2.S1.A3	All Instructional Staff Collaboratively Engaged in Small Group PLC Activities.	Herron, Doug	8/24/2015	PLC sign-in sheets, PLC log to document weekly PLC activities.	5/23/2016 weekly
G1.B2.S1.A4	Monthly AVID Classroom Walk-through observations, which include select members of the instructional staff.	Durastanti, Meredith	9/29/2015	WICOR data generated from walk-through observations.	2/23/2016 monthly
G1.MA1	All instructional staff are engaged in rigorous and relevant instructional activities with students at all achievement levels, and an increase in student growth and achievement data.	Herron, Doug	8/17/2015	Increases in Student Achievement as Evidenced by Benchmark Assessment and FAIR Data, Walk-through observation data, FSA Data, and Algebra, Geometry, Civics, and Subject-Area EOC Assessments.	5/23/2016 every-6-weeks
G1.B2.S1.MA1	Monitoring of teacher lesson plans will show evidence of the full integration of WICOR strategies within their lessons. Classroom walk-through observations will evidence that teachers are engaged in instructional best practices, allowing students to be collaboratively engaged in rigorous and relevant standards-based activities.	Herron, Doug	8/24/2015	Walk-through observation data, student work samples, decrease in student referrals, district benchmark data, formative and summative classroom assessments, agenda/notes (administrative PLC checklist)/minutes/sign-in sheets.	5/23/2016 weekly
G1.B2.S1.MA1	A review of teacher lesson plans for each small group/content area PLC will evidence the inclusion of highly engaging and rigorous WICOR strategies. Classroom Walk Through Observations will evidence that WICOR instructional strategies are being implemented in classrooms across all content areas; Coaching Cycle activities will reinforce instructional skills for all instructional staff members; A review of student generated work samples will evidence rigor; and an analysis of Benchmark Data will evidence ongoing student growth and achievement.	Herron, Doug	8/18/2014	Lesson Plans; Classroom Walk Through Observation Data Documentation; Coaches Log; Student Work Samples; Benchmark Data, agenda/notes (administrative PLC checklist)/minutes/sign in sheets.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All instructional staff will engage students in rigorous and relevant instruction to increase student achievement and prepare them for college and career readiness.

G1.B2 Teachers' lessons and instruction lack full integration of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.

G1.B2.S1 Through ongoing AVID professional development and monthly best practice sessions, teachers will begin to more routinely engage in instructional best practices with the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) framework as the guiding rubric.

PD Opportunity 1

AVID WICOR Strategies Best Practice Sessions

Facilitator

Sarah Newman, AVID i3 Grant Coordinator

Participants

All Instructional Staff

Schedule

Monthly, from 9/22/2015 to 5/17/2016

PD Opportunity 2

Continue Implementation of Tiered Coaching Cycle, with a focus on planning, delivering, and assessing rigorous and relevant lessons in all content areas.

Facilitator

Joanne Bostanche, Literacy Coach

Participants

All Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/23/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B2.S1.A1	AVID WICOR Strategies Best Practice Sessions	\$0.00
2	G1.B2.S1.A2	Continue Implementation of Tiered Coaching Cycle, with a focus on planning, delivering, and assessing rigorous and relevant lessons in all content areas.	\$0.00
3	G1.B2.S1.A3	All Instructional Staff Collaboratively Engaged in Small Group PLC Activities.	\$0.00
4	G1.B2.S1.A4	Monthly AVID Classroom Walk-through observations, which include select members of the instructional staff.	\$0.00
Total:			\$0.00