

Hardee County Schools

Hardee Junior High School



2016-17 Schoolwide Improvement Plan

Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/junior_high

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	D	F

**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 was approved by the Hardee County School Board on 10/27/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hardee Junior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

c. 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), RtI/MTSS for specific and appropriate content areas.

Level 1 Interventions - Placement in "intensive/remedial" class for greater support, RtI/MTSS for specific and appropriate content areas.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Increase participation totals for all parent involvement events by 15%. This increase will be based upon the total number of participants (indicated by sign-in sheets) for all parent involvement events.

2. 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.

C. Effective Leadership

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Todd Durden	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

b. Duties

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

a. Evaluation of last year's school improvement plan

Included in the agenda for the first SAC meeting of the 2016-2017 school year will be a review and evaluation of the 2015-2016 SIP.

b. Development of this school improvement plan

Input solicited from the SAC at the conclusion of the 2015-2016 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.

c. 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.

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

School improvement funds allocated for the 2015-2016 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

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

Yes

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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: Todd Durden, 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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.** Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily.
- G2.** HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

Strategic Goals Detail

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

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily. 1a

G084087

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0
ELA Achievement District Assessment	57.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	68.0
Math Gains	63.0
Math Lowest 25% Gains	56.0
Algebra I EOC Pass Rate	100.0
Civics EOC Pass	57.0
Statewide Science Assessment Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- No common definition of rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- classroom walk-thru data, PLC planning, student observations and discussion
- WICOR / AVID framework is in place
- Dedicated staff
- PD opportunities
- Materials
- Curriculum
- Funding
- Schedule - double block periods

Plan to Monitor Progress Toward G1. 8

We will know that staff is consistently providing well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily when we see benchmark and interim data increase

Person Responsible

Todd Durden

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC notes/minutes, informal conversations with students and teachers, lesson plans, and FSA results will improve with an increase in rigor.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community. 1a

G084088

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	50.0
School Climate Survey - Staff	50.0
School Climate Survey - Parent	150.0

Targeted Barriers to Achieving the Goal 3

- Lack of unified/active Leadership Team

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community desire for positive change
- Activities will be planned to celebrate student and staff success
- Willingness from staff for positive change
- Common area outside in the center of campus
- Conference room/break area near staff production room

Plan to Monitor Progress Toward G2. 8

We will know that HJH has undergone a shift in culture when feedback from students, parents, and staff provide positive feedback regarding their perception of our school.

Person Responsible

Todd Durden

Schedule

Daily, from 7/1/2016 to 5/30/2017

Evidence of Completion

Students and Staff will have less absenteeism and an evident sense of pride toward HJH. The majority of the feedback from the surveys should also support positive culture change at HJH. Informal and formal discussions at leadership, faculty, and PLC meetings will also serve as evidence in meeting this goal.

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. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily. 1

G084087

G1.B6 No common definition of rigor 2

B223427

G1.B6.S1 Develop and implement a shared definition of rigor across the school 4

S235724

Strategy Rationale

Student achievement will increase on state assessments

Action Step 1 5

HJH Leadership team will create a definition of rigor

Person Responsible

Todd Durden

Schedule

Biweekly, from 7/26/2016 to 8/5/2016

Evidence of Completion

A definition of rigor that will be displayed in classrooms around the campus

Action Step 2 5

Meet with other schools regarding Civics instruction and how to increase outcomes

Person Responsible

Beverly Cornelius

Schedule

Quarterly, from 7/26/2016 to 10/31/2016

Evidence of Completion

New protocol related to Civics instruction will be shared with Social Studies teachers in all grades

Action Step 3 5

New Teacher Coaching Cycles

Person Responsible

Joanne Bostanche

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Increased student outcomes on interim assessments

Action Step 4 5

New Teacher PDs/Mentoring: "HJH Way of Work", Curriculum, logistics, grade book, curriculum maps etc...

Person Responsible

Joanne Bostanche

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Procedural effectiveness will positively impact the delivery of instruction

Action Step 5 5

Partner with the MIS department and Techs. assigned to HJH

Person Responsible

Todd Durden

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

New teachers will understand and effectively use grade book, Oncourse, Epson projectors, and other technology resources

Action Step 6 5

Create Rigor posters and present examples of "Rigor in action" at first faculty meeting

Person Responsible

Beverly Cornelius

Schedule

On 8/10/2016

Evidence of Completion

Lesson plan and Rigor posters for staff to post in classrooms

Action Step 7 5

Leadership Team will share definition of Rigor at Department meetings

Person Responsible

Todd Durden

Schedule

On 8/3/2016

Evidence of Completion

PLC meeting notes

Action Step 8 5

Refocus of Staff - embedded PD/Discussions with Leadership Team and Academic Coach - Setup observations of Model Classrooms

Person Responsible

Todd Durden

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Observation Tool

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Observations will occur - formally and informally - to prove "rigor" is happening at HJH

Person Responsible

Todd Durden

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

WalkThru data and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Teachers will deliver instruction that is more engaging and complex

Person Responsible

Todd Durden

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Benchmark assessment scores will increase, attendance of staff and students will increase, discipline referrals will decrease.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community. 1

G084088

G2.B3 Lack of unified/active Leadership Team 2

B223432

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH. 4

S235727

Strategy Rationale

Culture will improve for all shareholders

Action Step 1 5

Create a Leadership Team that will work closely together to problem solve

Person Responsible

Todd Durden

Schedule

On 8/3/2016

Evidence of Completion

Leadership meeting notes and agendas

Action Step 2 5

The administration will create an area for staff to socialize and build relationships

Person Responsible

Todd Durden

Schedule

On 8/10/2016

Evidence of Completion

Action Step 3 5

Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some social time with their peers outside during lunch times

Person Responsible

Todd Durden

Schedule

Daily, from 8/15/2016 to 5/30/2017

Evidence of Completion

Student attendance during scheduled lunches at the pavilion area located in the commons.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Assign member of Leadership Team to record minutes of meetings

Person Responsible

Todd Durden

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agendas and meeting minutes will be collected for review, reflection, and planning purposes, improved participation from leadership team on school projects/assignments.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

HJH Leadership Team will actively work unified on various school improvement projects

Person Responsible

Todd Durden



Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Leadership team meeting notes will reflect active participation and cooperation among members. The quantity and quality of work will increase of team members to meet the high demands of student and staff performance at HJH.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B6.S1.A7  A304009	Leadership Team will share definition of Rigor at Department meetings	Durden, Todd	8/3/2016	PLC meeting notes	8/3/2016 one-time
G2.B3.S1.A1  A304012	Create a Leadership Team that will work closely together to problem solve	Durden, Todd	8/3/2016	Leadership meeting notes and agendas	8/3/2016 one-time
G1.B6.S1.A1  A304003	HJH Leadership team will create a definition of rigor	Durden, Todd	7/26/2016	A definition of rigor that will be displayed in classrooms around the campus	8/5/2016 biweekly
G1.B6.S1.A6  A304008	Create Rigor posters and present examples of "Rigor in action" at first faculty meeting	Cornelius, Beverly	8/10/2016	Lesson plan and Rigor posters for staff to post in classrooms	8/10/2016 one-time
G2.B3.S1.A2  A304013	The administration will create an area for staff to socialize and build relationships	Durden, Todd	8/10/2016		8/10/2016 one-time
G1.B6.S1.A2  A304004	Meet with other schools regarding Civics instruction and how to increase outcomes	Cornelius, Beverly	7/26/2016	New protocol related to Civics instruction will be shared with Social Studies teachers in all grades	10/31/2016 quarterly
G1.B6.S1.MA1  M309390	Observations will occur - formally and informally - to prove "rigor" is happening at HJH	Durden, Todd	8/22/2016	WalkThru data and lesson plans	5/26/2017 weekly
G2.B3.S1.MA1  M309395	Assign member of Leadership Team to record minutes of meetings	Durden, Todd	8/10/2016	Agendas and meeting minutes will be collected for review, reflection, and planning purposes, improved participation from leadership team on school projects/assignments.	5/26/2017 monthly
G1.MA1  M309391	We will know that staff is consistently providing well planned instruction that matches a shared...	Durden, Todd	8/10/2016	PLC notes/minutes, informal conversations with students and teachers, lesson plans, and FSA results will improve with an increase in rigor.	5/30/2017 weekly
G2.MA1  M309396	We will know that HJH has undergone a shift in culture when feedback from students, parents, and...	Durden, Todd	7/1/2016	Students and Staff will have less absenteeism and an evident sense of pride toward HJH. The majority of the feedback from the surveys should also support positive culture change at HJH. Informal and formal discussions at leadership, faculty, and PLC meetings will also serve as evidence in meeting this goal.	5/30/2017 daily
G1.B6.S1.MA1  M309389	Teachers will deliver instruction that is more engaging and complex	Durden, Todd	8/10/2016	Benchmark assessment scores will increase, attendance of staff and students will increase, discipline referrals will decrease.	5/30/2017 weekly
G1.B6.S1.A3  A304005	New Teacher Coaching Cycles	Bostanche, Joanne	8/2/2016	Increased student outcomes on interim assessments	5/30/2017 weekly
G1.B6.S1.A4  A304006	New Teacher PDs/Mentoring: "HJH Way of Work", Curriculum, logistics, grade book, curriculum maps...	Bostanche, Joanne	8/2/2016	Procedural effectiveness will positively impact the delivery of instruction	5/30/2017 weekly
G1.B6.S1.A5  A304007	Partner with the MIS department and Techs. assigned to HJH	Durden, Todd	8/2/2016	New teachers will understand and effectively use grade book, Oncourse, Epson projectors, and other technology resources	5/30/2017 weekly
G1.B6.S1.A8  A304010	Refocus of Staff - embedded PD/ Discussions with Leadership Team and Academic Coach - Setup...	Durden, Todd	8/10/2016	Observation Tool	5/30/2017 monthly
G2.B3.S1.MA1  M309394	HJH Leadership Team will actively work unified on various school improvement projects	Durden, Todd	8/10/2016	Leadership team meeting notes will reflect active participation and cooperation among members. The	5/30/2017 monthly

Hardee - 0031 - Hardee Junior High School - 2016-17 SIP
Hardee Junior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				quantity and quality of work will increase of team members to meet the high demands of student and staff performance at HJH.	
G2.B3.S1.A3 A304014	Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some...	Durden, Todd	8/15/2016	Student attendance during scheduled lunches at the pavilion area located in the commons.	5/30/2017 daily

V. Professional Development Opportunities

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

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily.

G1.B6 No common definition of rigor

G1.B6.S1 Develop and implement a shared definition of rigor across the school

PD Opportunity 1

HJH Leadership team will create a definition of rigor

Facilitator

Todd Durden

Participants

Leadership Team

Schedule

Biweekly, from 7/26/2016 to 8/5/2016

PD Opportunity 2

Meet with other schools regarding Civics instruction and how to increase outcomes

Facilitator

Beverly Cornelius

Participants

Civics and Critical Thinking teachers

Schedule

Quarterly, from 7/26/2016 to 10/31/2016

PD Opportunity 3

New Teacher Coaching Cycles

Facilitator

Joann Bostanche

Participants

Academic core teachers

Schedule

Weekly, from 8/2/2016 to 5/30/2017

PD Opportunity 4

New Teacher PDs/Mentoring: "HJH Way of Work", Curriculum, logistics, grade book, curriculum maps etc...

Facilitator

Joann Bostanche

Participants

New teachers assigned to HJH

Schedule

Weekly, from 8/2/2016 to 5/30/2017

PD Opportunity 5

Partner with the MIS department and Techs. assigned to HJH

Facilitator

Todd Durden, Beverly Cornelius, and Meredith Durastanti

Participants

New teachers assigned to HJH

Schedule

Weekly, from 8/2/2016 to 5/30/2017

PD Opportunity 6

Create Rigor posters and present examples of "Rigor in action" at first faculty meeting

Facilitator

Beverly Cornelius and Donna Parks

Participants

Instructional staff assigned to HJH

Schedule

On 8/10/2016

PD Opportunity 7

Leadership Team will share definition of Rigor at Department meetings

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

On 8/3/2016

PD Opportunity 8

Refocus of Staff - embedded PD/Discussions with Leadership Team and Academic Coach - Setup observations of Model Classrooms

Facilitator

Joann Bostanche

Participants

Instructional staff assigned to HJH

Schedule

Monthly, from 8/10/2016 to 5/30/2017

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

G2.B3 Lack of unified/active Leadership Team

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH.

PD Opportunity 1

Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some social time with their peers outside during lunch times

Facilitator

Todd Durden

Participants

HJH students

Schedule

Daily, from 8/15/2016 to 5/30/2017

VI. Technical Assistance Items

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

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

G2.B3 Lack of unified/active Leadership Team

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH.

TA Opportunity 1

Create a Leadership Team that will work closely together to problem solve

Facilitator

Todd Durden

Participants

Leadership Team

Schedule

On 8/3/2016

TA Opportunity 2

The administration will create an area for staff to socialize and build relationships

Facilitator

Todd Durden

Participants

All Staff

Schedule

On 8/10/2016