Hardee Senior High School

2016-17 Schoolwide Improvement Plan

Hardee Senior High School

830 ALTMAN RD, Wauchula, FL 33873

www.hardee.k12.fl.us/high_school

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)
High School PK, 9-12	No	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

*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 11/10/2016.

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.

Table of Contents

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 Senior 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 Senior High School Mission Statement: Preparing students to be contributing, responsible citizens.

Belief Statements:
The Hardee Senior High School learning community will strive to:
1. provide a safe, caring environment in which to work and learn;
2. offer a well-balanced academic and vocational curriculum for all students;
3. set high expectations for all;
4. encourage all individuals in the school to set realistic short and long term goals for themselves;
5. work as a team to attain these goals through feedback with each other and by implementing available resources;
6. instill a sense of pride and respect regarding our work and the school environment.

b. Provide the school's vision statement.

Hardee District Schools 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 HHS we realize that the relationship between teachers and students can positively impact student performance. It is with that in mind that the following items have been established:

1. Open House - This day occurs on the Friday before the opening of school and allows parents and students to meet assigned teachers. It is here that teachers can begin the foundation for a collaborative relationship with students and their families.
2. Multi-Cultural Day - Each year HHS sets aside one day to celebrate the various cultures represented on our campus. On this day teachers and students can sample food from a wide variety of cultures and enjoy the music and dancing of the cultures represented.
3. Kagan Strategies - Faculty at HHS has been training on the use of Kagan structures for the purpose of team and class building. These structures are adaptable to fit the curriculum needs of the classroom.
4. Teacher/Student Survey - Included in each teachers' handbook is a survey to be used sometime during the first week of school. This survey will provide teachers some valuable information on their students, including what types of activities are most interesting to them and how they best learn a new topic/skill.

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

HHS has put in place the following strategies to support an environment where students feel safe & respected:

1 - A bullying report system is in place at HHS that allows both students and parents to report

incidents.

2 - Staffed with 2 full time deans & 2 full time school resource officers. These support staff members work closely with administration on ensuring a safe school environment. The accessibility and visibility throughout the day of these members helps ensure a safe environment on campus.

3 - Class orientations each year by grade level where the administration sets a tone of mutual respect between students and staff and discusses the shared responsibility of students and staff to ensure a safe/orderly environment.

4 - The accessibility and visibility of administration throughout the school day assists in establishing an environment where students feel safe and respected. Students are aware of where administration is during each lunch time and is encouraged to come and speak to one if there are any concerns. Administration also maintains an 'open door' policy in order to make themselves accessible to address concerns.

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.

HHS has a school board approved student handbook that contains a clearly defined code of conduct, along with set expectations for students. Each year we review the student handbook to ensure the procedures/protocols embedded within our code of conduct align with the policy language established by the state. Administration also reviews the student handbook with staff members at the start of each year to ensure consistency within school. A timeline is developed at the start of each school year where teachers review the student handbook during class to ensure students have a clear understanding of the expectations.

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.

A variety or resources is at the disposal of HHS for addressing the social-emotional needs of its students. Referrals for support can be submitted to the guidance department at any time by faculty, staff, parents and students. Counselors then determine which resource best fits the need(s) identified and assist in the referral process. HHS has one counselor dedicated to monitoring students identified as 'at risk' in attendance and/or discipline and works closely with students, parents, school personnel, and local resources. Local resources utilized include Youth & Family Services, Peace River Center, Good Shepherd Hospice, Tri-County Service, and counseling through our district psychologists. Additionally, HHS has incorporated a required leadership course for incoming freshmen where the curriculum addresses items such as team building and conflict/resolution. Mentoring programs are also available as a support system to many of our students, including Take Stock In Children, Big Brother/Sisters, & Panther Youth program at South Florida State College.

B. Family and Community Engagement
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).

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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Increase parent attendance at school events, parent volunteerism, and parent's knowledge of their student's progress toward graduation. The following activities are geared at overcoming some identified barriers:
• Extend availability for parents to access student data (i.e. computer access at various school events)
• District call out system
• Informational postings on the school website
• Provide written and verbal translations and translators when available (Spanish,Creole, and sign language)
• Provide a minimum of one evening parent event per quarter
• Remind101 text messaging system utilized
• Skool Live Kiosk Informational System
• Individual teacher webpages
• AVID Parent Nights each quarter
• Informational nights for parents/students that are content or grade specific (e.g. FAFSA for Seniors)

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 Educational Committee - Meets 4 x a year with school & district leaders and business partners. Discussion centers on specific conversations how local business can provide resource support to each of the local schools within the Hardee County School District in an effort to benefit students and help them achieve greater levels of success.

Established business partnership with MOSAIC Land Management Office - provide financial support for classroom teachers and students.

Classroom grants offerred to HHS by MOSAC and Suncoast Credit Union that support student learning and achievement.

Science Fair - Taps into the local business community for funding support and to serve as judges for the science fair.

School has established clubs (Leos and Key Club) connected to local Lions and Kiwanis groups that support various student activities and goals. Students and staff attend and frequently present school information at Lions, Kiwanis and Rotary Club meetings which highlight student achievements and generate additional financial support for continued initiatives/efforts.

Local Scholarships provide recognition and financial support to HHS students.

Outstanding relationship between the local community and AFJROTC program. Student AFJROTC program provides student volunteers to local businesses & organizations which has generated a great deal of community support/resources that benefit the unit and overall program.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Polk, Michele	Principal
Farr, Mary	Assistant Principal

b. Duties

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

Principal: Michele Polk – The principal provides oversight for the implementation of school based initiatives, ensuring the use of data-based decision making. She assesses the skill levels of school staff to determine professional development that will support ongoing school improvement.

Select General Education Teachers: Tammy Jones(Reading), Robert Beatty (Science), Brian Kennedy (Social Studies), Niki Aubry (English/Writing), Sarah Parks (ESE), Debbie Clanton (Career and Technical Education), and Filomena Atchley (Special Areas). These teachers serve on the LLT and provide information about core instruction, participate in the collection & analysis of data, and collaborate with department team members to implement school based initiatives.

Instructional Coaches Martha Shiver (Reading/Writing) & Susan Barton (Math/Science) – The coaches participate in the design and delivery of professional development and provide support for assessment and implementation monitoring; Assists in identifying students needs & analyzes existing literature on scientific based curriculum/behavior assessment & intervention approaches.

Assistant Principal: Mary Farr (Curriculum) – The assistant principal for curriculum provides expertise on issues ranging from program design to assessment & interventions to support school based initiatives.

Assistant Principal: Ron Herron (Attendance/Discipline) – The assistant principal for attendance & discipline provides expertise on issues relating to behavior incentives & interventions that support school based initiatives.

2. 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.

A Leadership Team has been established and meets monthly throughout the year to assess, develop, & maintain a problem-solving system that best meets the needs of our students, teachers, & school. Monthly meetings involve analyzing student data and instructional practices for supporting ongoing school improvement
through various initiatives. Based on team discussions, professional development needs and resources are determined. The team also facilitates the process of building consensus among all stakeholders.

The Leadership Team supports the implementation of Florida's Continuous Improvement Model which provides classroom teachers with a model for assessing and reviewing student achievement data. After progress monitoring assessments are administered, and results made available for review, our academic intervention coaches meet with teachers to conduct data chats and identify strategies for improvement in targeted areas or subgroups. This data review also serves as a 'talking point' with the Leadership Team for evaluating the effectiveness of both curriculum resources and the utilized

teaching strategies. In addition, school wide literacy focus calendars (in the area of reading and writing) are provided in an effort to target state standards deemed weak according to various sources of data. Furthermore, the master schedule has allowed us to provide content alike teachers common planning to enable collaboration for the purpose of addressing the varying educational needs of our students. Ongoing workshops/coaching with teachers are being conducted to assist in the ongoing process of analysis and evaluation using our various data sources.

Budgetary resources from the various federal, state and local funds will be allocated within the guidelines of each program and based upon the needs of the students and school. Priority will be given to supporting the school in its attainment of the goal(s) outlined within the School Improvement Plan.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Michele E. Polk	Principal
Mary N. Farr	Teacher
Katrina Blandin	Parent
Noey Flores	Business/Community
Elizabeth Mier	Teacher
Kevin Moore	Parent
Elisa Ochoa	Parent
Sherri Shaw	Education Support Employee
Annette Zuniga	Education Support Employee
Raquel Resendez	Student
Leydi Lopez	Student
Maria Alamia	Parent
Amaris Garza	Teacher

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

At each of the quarterly SAC meetings held throughout the year, part of the agenda is set aside for reviewing school data and progress toward goals. Part of the first meeting of the year will be slated for reviewing the school's progress during the 2015-2016 school year (including pending school grade & AP results) and discussing how this influences the plan for 2016-2017. The current SIP will be shared with the SAC group and an opportunity given for the members to provide input and ask questions.

b. Development of this school improvement plan

The administration seeks input from the School Advisory Council at quarterly meetings held throughout the school year. The School Advisory Council formally reviews the School Improvement Plan each year and conducts a formal vote to approve the plan.

c. Preparation of the school's annual budget and plan

The administration seeks input from the School Advisory Council regarding the allocation of SAC funding.
The School Advisory Council formally reviews the SAC budget each year and conducts a formal vote to approve expenditures for the current school year. Ongoing throughout the year, the committee revisits the SAC budget and makes adjustments as needed.

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

Currently our guidelines list the following as approved options for the expenditure of this money:
• Maintenance of golf carts
• Staff Training (consultants, teacher travel & research expenses, materials for training activities, etc.)
• Assessment tools for monitoring student progress
• Student incentives for achievement, attendance, & discipline
• Stipends for after hours work in curriculum mapping, preparation for delivering training, planning activities, monitoring credit recovery & after-school remediation
• Repair & replacement of radio equipment
• Video security equipment & maintenance
• Campus landscaping & maintenance
• Books, materials & associated costs for school-wide instructional activities
• Upgrade/renovation to school facility
• Technology
• Grant opportunities for funds geared at supporting educational field trips for classroom teachers

*The SAC may make adjustments to the above list as needed throughout the 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.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Polk, Michele	Principal
Farr, Mary	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One initiative the Literacy Leadership Team (LLT) will be supporting this year is the continuation of AVID within the school site. The LLT will support the AVID site team's plan for the incorporation of strategies such as Cornell note-taking and the school-wide emphasis on WICOR (writing, inquiry, collaboration, organization, & reading) strategies within all classrooms. Additionally, the LLT will provide its support as the school implements school-wide use of the AVID binder strategy during the 2016-2017 school year.

Another initiative is to continue supporting the school-wide implementation of MTSS. Within the realm of initiatives, increasing parent involvement with additional opportunities for parents to stay informed and become more involved in his/her child's education. The monitoring of our academically 'at risk' students, as well as attendance and discipline rates will continue to be addressed through various RtI/PBS incentives.

To support cross-content literacy instruction, the LLT will support/promote the implementation of a school-wide reading/writing focus calendar and an emphasis on writing in response to reading across the content. Additionally, the school's instructional coaches will monitor and support teachers in all content areas. Each coach has been assigned specific content areas upon which to focus their support in ensuring school-wide implementation of the reading/writing focus calendar. Support for teachers will be provided through the implementation of the coaching cycle.

The LLT will continue its effort to promote school-wide evidence based instructional practices within the classroom through continued professional development. PD focus will include, but not be limited to, WICOR strategies, Cornell note-taking, Webb's DOK and Kagan's collaborative structures.

D. 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).

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

The master schedule allows teachers to have Content Specific Common Planning to promote collaboration for the purpose of addressing the varying educational needs of our students.

The school's curriculum coaches also provide Lesson Study opportunities throughout the school year that provide collaborative opportunities for teachers within and across various content areas.

Additionally, the school provides for regular AVID site visits whereby teachers serve as model classrooms while colleagues conduct walk-throughs relating to the implementation of WICOR strategies. This practice provides additional collaborative opportunities for teaching staff and administrators.

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

1. Utilize Teach in Florida site for recruiting qualified personnel.
2. District's Great Beginnings Program for beginning teachers-
The school's literacy coach and math/science coach will collaborate with the district District Resource Teacher to identify & address individual needs of participants.
3. Recruit and train Advanced Placement teachers - using College Board scholarships for summer institutes and fall workshops

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

I. New Hires:
At HHS, each new hire to the school is assigned a staff member to provide support throughout the year. Each mentor is an experienced teacher that has taught at HHS and can provide knowledge and assistance in a variety of ways to those staff members new to the school. Mentors will meet throughout the year with new staff mentees to address items that helps them acclimate to the school (e.g. AV equipment checkout, posting grades). A checklist has been created that covers various issues throughout the year by both month & grading periods.

Mentee ~ Mentor:

* Brandie Barrington - Kristine Dewey
* Greg Butler - Rachel Thompson
* Matthew Harrak - David Valletutti
* Aime Gough - Valerie Griffin
* Archie Stollar - Ninfa Skipper
* Connie Montgomery - Micah Myers
* Lauren Foreman - Tammy Jones
* Meg Moore - Suzanne Stagg
* Gina Ortiz - Filomena Atchley
* Jeff Smothers - Chrystal McDuffie
* Clinton Fletcher - Karen Gustinger
* Amaris Garza - Daphne Hays
* Kim Trott - Ashleigh Hays
* Alba Gonzalez-Colon = Chad Douglas

II. Beginning Teachers:
Mentors have many years of successful teaching experience and have served for multiple years in the capacity of an instructional coach. Monthly Best Practices meetings are provided that address specifics areas of needs. There is ongoing collaboration throughout the year in order to adjust the support provided based upon the needs of the Mentee. Additionally, all beginning teachers participate in district Connections Program.

Mentee ~ Mentor

* Greg Butler - Martha Shiver
* Matthew Harrak - Martha Shiver
* Meg Moore - Susan Barton
* Clinton Fletcher - Susan Barton
* Amaris Garza - Susan Barton
* Lauren Foreman - Martha Shiver
* Jeff Smothers - Susan Barton

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.

Core and supplemental materials for instruction are secured form the state adopted textbook list or have been identified as an evidenced-based resource. This ensures that the materials being utilized in classroom instruction are aligned to the Florida Standards. Additionally, the school's transition to AVID has brought in the additional resource of AVID weekly for our teachers to utilize supporting reading and writing in the content area.

Teachers post their lesson plans weekly and identify/document the standards being addressed in their instruction.

The Literacy and Math/Science coaches work closely with teachers on utilizing the various state

online resources, such as CPALMS. This ensures that classroom instruction is closely aligned to state expectations.

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.

Prior to the Spring administrations of the state's Reading, Biology and Algebra I state assessments, a 6-week after-school program is offered to all students scheduled to participate in the Spring test administrations. The 6-week program provides 1 additional hour of targeted instruction, two days per week, in each content area.

Students who failed to score 'proficient' on the state reading assessment will receive priority placement in an intensive reading course for the 2016-2017 school year.

9th grade students who scored a level 1 or 2 on their most recent state math assessment are scheduled into an intensive math course running for the full year, with level 1 students receiving priority placement.

Teachers utilize the data warehouse - Performance Matters - to view lagging and leading performance data on their students to make instructional decisions better aimed at their needs. In addition, teachers incorporate various tools/strategies (e.g. AVID binders, WICOR strategies, interactive notebooks, assignment logs, Kagan, addressing learning modalities in assignments/test) in order to support students within the classroom.

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: 720

Pending district funding, a "Boot Camp" will run 2 times a week for the six weeks leading up to the state assessment period for the following: State Reading Assessment, Algebra & Biology. All students scheduled to participate in the Spring state assessments will be invited to the reading boot camps, with an open enrollment policy for willing participants for the the math and science ones.

Strategy Rationale

To provide increased time on task for students, allowing them to strengthen their skills in targeted content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Farr, Mary , mfarr@hardee.k12.fl.us

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

Progress monitoring data will be disaggregated and analyzed in order to plan appropriate instruction based upon the needs of the students. Mini-assessments will incorporated into the 'boot camp' as a means of checking for student mastery along the way. Information from these assessments will then be used to adjust curriculum and instructional approaches.

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.

Each spring HHS provides a "Freshman Orientation" night for the upcoming freshman class and their parents. This allows the school to pass along valuable information to parents and students, while giving a glimpse into high school life. Additionally, the administration conducts an orientation meeting for each grade level where the information can be adapted to the specific needs of each group.

In the fall of each year, HHS provides a College & Career Day for all its juniors & seniors. Students are able to visit the variety of colleges, universities, & technical schools and speak to the representatives. This opportunity allows students to get a 'glimpse' of the offerings each one has and be better able to determine which best fits their personal needs and goals.

HHS is also fortunate to provide its AVID students an opportunity to participate in South Florida State College's "College Students for a Day" program. Each year students are able to go and spend a day on the main campus of SFSC, where they can visit the campus facilities, sit inside a classroom, and speak with current students and staff members.

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.

For the 2016-2017 school year, guidance counselors will meet with each of their assigned students for a minimum of one time per year and as needed thereafter. During the course of this conference, counselors will address the following:

• Graduation requirements
• Diploma Designation options
• Course of studies
• College and/or vocation planning including testing requirements, prerequisites, & options available
• Scholarship opportunities (where applicable)
• Credit Recovery (where applicable)
• Variety of opportunities to participate in sports (both boys & girls)
• Alternative classrooms (Dual Enrollment, Virtual School, etc.)

Documentation of each student conference will be kept on file in the guidance department. The Assistant Principal for Curriculum will provide oversight of the Guidance Department and counselor documentation.

Additionally, counselors will conduct informational sessions for students that address the various topics related to their specific grade level (i.e. AP –vs-DE, Applying to college, GPA requirements, graduation requirements, choosing a college).

A counselor will also be available each day during lunches in the media center to answer students questions regarding financial aid, scholarships, college planning, or career exploration. This counselor will also be able to help with registering for college entrance exams such as the ACT and SAT.

The school's Occupational Specialist will assist CTE teachers in ensuring students are informed of the various vocational and career programs available at Hardee Senior High School, as well as organizing a career/college day for students on campus.

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

The school offers a variety of student elective courses in art, music, and career/technical education that provides support in preparation for the work force. Additionally, the school will be continue its implementation of the STEM Academy for Ag Biotechnology in the 2016-2017 school year. This program is designed to provide students an opportunity to see the relationship between agriculture, science, and the employment opportunities available relating to these fields. Students are also able to take a course titled Vet Assistant I that allows students to explore the field of veterinary medicine.

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

Hardee Senior High School provides an array of support initiatives with the purpose of successfully transitioning students into the postsecondary educational level. Some specific endeavors undertaken include the following:
1. In collaboration with the local community college (SFSC), many programs have been introduced that support and foster the development of skills needed for students to succeed outside the high school setting. Such programs include:
o BRIDGE (SFSC)
o College Reach Out Program (CROP)
o Panther Youth Partners

o Hardee Senior High School Career Day
o Dual Enrollment (DE) Program
o Collegiate High School through SFSC
2. Vocational Rehab is an available resource for our students with disabilities and serves as a bridge between high school and SFSC.
3. The school will continue its effort to develop vocational certification programs that will benefit participating students in pursuit of their career interests.

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.

The school continues its emphasis on increasing the level of rigor within the classroom, with a focus on writing across the content area through strategies such as Cornell note-taking and evidence-based response writing to text.

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.

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"Â? 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.

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.   Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading and writing strategies.

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. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading and writing strategies. 1a

🔍 G085278

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- USA Test Prep, UpFront Magazine,Science World magazine, Academic Coaches, Performance Matters (data warehouse), AVID trained staff members, i3 AVID Systems Project Coach, Classroom Walk-through data, Incorporation of student developed interactive notebooks; Implementation of school-wide binders for all students; Increased number of technology-based classrooms

Plan to Monitor Progress Toward G1. 8

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data; Classroom Walk-Through Data; Leadership Team & Dept. Mtg. Notes

Person Responsible

Michele Polk

Schedule

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

Evidence of Completion

Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

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 =**   **S** = Strategy
                        Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading and writing strategies. `1`

🔑 G085278

G1.B1 Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts. `2`

🔑 B226778

G1.B1.S2 Teachers will participate in PD focused on the incorporation of WICOR strategies into classroom instruction emphasizing text-based written response and the use of student developed interactive notebooks. Additionally, teachers from various content areas will attend the 2016 summer AVID PATH training on content specific strategies for content area reading. `4`

🔑 S239269

Strategy Rationale

To provide training on evidenced strategies for improving student achievement across the content area.

Action Step 1 `5`

Staff will be trained on WICOR Strategies, growth-mindset re interactive notebooks, technology resources to support student engagement in the content areas, engaging lesson development & writing in response to content area reading during pre-school training days - with follow up support throughout the school year through PLCs and training days. Additionally, teachers representing various content areas will attend the 2016 AVID Summer Path Training on strategies to support WICOR.

Person Responsible

Michele Polk

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Classroom Walk-Through Data Lesson Plans Benchmark Data FSA/EOC Data Professional Development Sign-In Sheets Leadership Team/Department Meeting Agendas Utilization of Technology Resources School Site AVID Walk-Throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data; School Site AVID Walk-Through Data; Observational Data

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data; Analysis of observational data; Instructional adjustments as needed

Person Responsible

Michele Polk

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

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.B1.S2.MA1 🔑 M317155	Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated...	Polk, Michele	8/10/2016	Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data	5/19/2017 weekly
G1.B1.S2.MA1 🔑 M317156	Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated...		8/15/2016	Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data	5/19/2017 weekly
G1.B1.S2.A1 🔑 A309858	Staff will be trained on WICOR Strategies, growth-mindset re interactive notebooks, technology...	Polk, Michele	8/15/2016	Classroom Walk-Through Data Lesson Plans Benchmark Data FSA/EOC Data Professional Development Sign-In Sheets Leadership Team/Department Meeting Agendas Utilization of Technology Resources School Site AVID Walk-Throughs	5/22/2017 weekly
G1.MA1 🔑 M317159	Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated...	Polk, Michele	8/10/2016	Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading and writing strategies.

G1.B1 Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts.

G1.B1.S2 Teachers will participate in PD focused on the incorporation of WICOR strategies into classroom instruction emphasizing text-based written response and the use of student developed interactive notebooks. Additionally, teachers from various content areas will attend the 2016 summer AVID PATH training on content specific strategies for content area reading.

PD Opportunity 1

Staff will be trained on WICOR Strategies, growth-mindset re interactive notebooks, technology resources to support student engagement in the content areas, engaging lesson development & writing in response to content area reading during pre-school training days - with follow up support throughout the school year through PLCs and training days. Additionally, teachers representing various content areas will attend the 2016 AVID Summer Path Training on strategies to support WICOR.

Facilitator

Instructional Coaches, i3 Project Systems Coach, Teacher Leaders & Administration

Participants

School-Wide

Schedule

Weekly, from 8/15/2016 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Staff will be trained on WICOR Strategies, growth-mindset re interactive notebooks, technology resources to support student engagement in the content areas, engaging lesson development & writing in response to content area reading during pre-school training days - with follow up support throughout the school year through PLCs and training days. Additionally, teachers representing various content areas will attend the 2016 AVID Summer Path Training on strategies to support WICOR.	$0.00
		Total:	**$0.00**