

Hardee County Schools

# Hardee Junior High School



2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>Title I Requirements</b>	<b>12</b>
<b>Budget to Support Goals</b>	<b>14</b>

## Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

[www.hardee.k12.fl.us/junior\\_high](http://www.hardee.k12.fl.us/junior_high)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

### School Board Approval

This plan was approved by the Hardee County School Board on 10/25/2018.

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

"Empower and inspire all students for success"

### School Leadership Team

#### Membership

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

Name	Title
Mosley, Sheryl	Principal
Stagg, Suzanne	Assistant Principal
Vasquez, Gilbert	Assistant Principal
DeAnda, Lisa	Instructional Coach
Kouns, Sherri	Instructional Coach
Shepard, Michelle	Instructional Coach

#### Duties

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

Principal and Assistant Principals: Dr. Sheryl L. Mosley, Ms. Suzanne Stagg, and Mr. Gilbert Vasquez Provide a common vision for the use of data in the decision making process. Insures that the school-based team is implementing MTSS/Rtl. Conducts periodic assessments of the MTSS/Rtl skills of relevant school staff and determines professional development that will support ongoing school improvement. Ensures the use of data-based decision making and the implementation of intervention supports. Ensures adequate professional development to support MTSS/Rtl implementation. Communicates with parents regarding school-based MTSS/Rtl plans and activities. Collaborate with instructional coaches and school leadership team to provide instructional support to staff.

Instructional Coaches: Lisa DeAnda, Sherri Kouns, and Michelle Shepard

Develop, lead and evaluate the school's core content standards and programs. Identifies and analyzes existing literature on scientifically based curriculum, behavior assessments, and intervention approaches. Identifying systematic patterns of student needs while coordinating with district personnel to identify appropriate evidence-based intervention strategies. Provide professional development and support of MTSS/Rtl implementation. Assist with school-wide screening programs that provide early intervention services for students considered to be "at-risk." Assist in the design and implementation of progress monitoring and data collection analysis through data chats.

Participate in the design and delivery of professional development. Provide guidance and support on district K-12 Reading Plan. Work with administration to determine standards based instructional practices and curriculum.

**Early Warning Systems**

**Year 2017-18**

**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

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Tuesday 7/17/2018

**Year 2016-17 - As Reported**

**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	50	66	78	0	0	0	0	194
One or more suspensions	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	272	320	208	0	0	0	0	800
Level 1 on statewide assessment	0	0	0	0	0	0	272	443	323	0	0	0	0	1038

**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	274	402	321	0	0	0	0	997

**Year 2016-17 - Updated**

**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	50	66	78	0	0	0	0	194
One or more suspensions	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	272	320	208	0	0	0	0	800
Level 1 on statewide assessment	0	0	0	0	0	0	272	443	323	0	0	0	0	1038

**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	274	402	321	0	0	0	0	997

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The data component that performed the lowest was math bottom quartile. Based on 2017-2018 school data, student achievement within the lowest quartile in math decreased by 6 percent based on the 2016-2017 data reports. Based on the reported data it is difficult at this time to determine if this is a trend in data.

**Which data component showed the greatest decline from prior year?**

The data component showing the greatest decline from the prior year is in the area of math lowest quartile. In the 2016-2017 school year student performance in math was 44 percent compared to 38 percent for the 2017-2018 school year. School data indicates there is a 6 percent decline for students in the lowest math quartile.

**Which data component had the biggest gap when compared to the state average?**

The data component that had the biggest gap when compared to the state average is Civics. According to 2017-2018 school data student performance in the area of Civics was 22 percent below the reported state average.

**Which data component showed the most improvement? Is this a trend?**

The data component that showed the most improvement was Civics, indicating a 22% overall increase from the 2016-2017 school year to the 2017-2018 school year. Prior to 2017-2018 school data in the area of Civics was significantly below the state average. Furthermore, student growth and achievement in the area of Civics has been on a downward trend prior to 2017-2018.

**Describe the actions or changes that led to the improvement in this area.**

- The actions or changes that led to the improvement in Civics was:
- Training on new core curriculum provided by author of textbook prior to previous year.
- New core curriculum was adopted and used with fidelity.
- Development of a standards based fluid pacing guide.
- Data chats with academic coaches.
- Benchmarks for progress monitoring.
- Professional Learning Community meetings on a consistent basis.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	43%	53%	37%	37%	52%
ELA Learning Gains	54%	54%	54%	44%	44%	53%
ELA Lowest 25th Percentile	45%	45%	47%	40%	40%	45%
Math Achievement	48%	48%	58%	39%	39%	55%
Math Learning Gains	49%	49%	57%	45%	45%	55%
Math Lowest 25th Percentile	38%	38%	51%	36%	36%	47%
Science Achievement	43%	43%	52%	33%	33%	50%
Social Studies Achievement	50%	50%	72%	39%	39%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (50)	0 (66)	0 (78)	0 (194)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (272)	0 (320)	0 (208)	0 (800)
Level 1 on statewide assessment	0 (272)	0 (443)	0 (323)	0 (1038)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	42%	0%	52%	-10%
	2017	37%	37%	0%	52%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	39%	38%	1%	51%	-12%
	2017	30%	30%	0%	52%	-22%
Same Grade Comparison		9%				
Cohort Comparison		2%				
08	2018	44%	44%	0%	58%	-14%
	2017	38%	39%	-1%	55%	-17%
Same Grade Comparison		6%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	45%	1%	52%	-6%
	2017	41%	40%	1%	51%	-10%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	47%	47%	0%	54%	-7%
	2017	42%	41%	1%	53%	-11%
Same Grade Comparison		5%				
Cohort Comparison		6%				
08	2018	40%	40%	0%	45%	-5%
	2017	37%	37%	0%	46%	-9%
Same Grade Comparison		3%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	41%	41%	0%	50%	-9%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	48%	1%	71%	-22%
2017	37%	36%	1%	69%	-32%
Compare		12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	69%	30%	62%	37%
2017	98%	39%	59%	60%	38%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	40	34	19	38	30	20	22			
ELL	14	35	35	27	41	44	18	22			
ASN	10	27		60	45						
BLK	34	54	46	40	43	36	32	45			
HSP	38	54	45	44	48	39	42	44	49		
MUL	58	53		50	35						
WHT	56	53	44	58	55	39	49	64	58		
FRL	38	52	46	43	46	37	40	46	47		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	15	14	12	32	33	3	18			
ELL	3	18	15	15	38	44		6			
BLK	23	33	36	33	53	50	25	33			
HSP	30	35	24	42	50	41	27	35	51		
MUL	48	46		44	56		50				
WHT	50	47	31	53	57	51	48	43	59		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	29	35	26	39	48	40	29	31	53		

**Part III: Planning for Improvement**  
 Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

**Title** Student Performance on the Civics EOC Assessment

**Rationale** Although student performance on the Civics EOC assessment increased by 12% from the previous year's score, there is still a need for growth. School data indicates that students are performing below the state level and surrounding counties with similar demographics.

**Intended Outcome** If we increase teachers' understanding of the standards and the level of rigor required to prepare students for the state assessment then we will see an increase in Civics EOC scores.

**Point Person** Sheryl Mosley (smosley@hardee.k12.fl.us)

**Action Step**

**Description** To address student performance on the Civics EOC, HJH will implement the following initiatives:

1. Civics Curriculum & Best Practices professional development with Academic Coaches
2. Curriculum pacing guide development and alignment to Florida Standards
3. Ongoing alignment of instructional materials and curriculum pacing guide to Florida Standards
3. Three scheduled benchmarks for progress monitoring
4. AVID Focus Notes and WICOR strategies training
5. Designated common planning
6. Best practices networking within the Consortium

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** The following strategies will be used to monitor the effectiveness of the action steps:

1. Classroom Walk-Through Data
2. Coaching cycle with additional training and support
3. Monitoring of standards based lesson planning
4. Data analysis of Unify benchmark data
5. PLC notes from common planning
6. Data chats with Academic Coaches

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

**Activity #2**

**Title** Student Performance on FSA Math Assessment

**Rationale** Although student performance on the FSA Math assessment increased by 3%, there is still a need for growth. School data indicates that students are performing below the state level and surrounding counties with similar demographics.

**Intended Outcome** If we increase teachers' understanding of the standards and the level of rigor required to prepare students for the state assessment then we will see an increase in FSA Math scores.

**Point Person** Sheryl Mosley (smosley@hardee.k12.fl.us)

**Action Step**

**Description** To address student performance on the FSA Math Assessment, HJH will implement the following initiatives:

1. Curriculum pacing guide development and alignment to Florida Standards
2. Ongoing alignment of instructional materials and curriculum pacing guide to Florida Standards
3. Guided Math Book Study: A Framework for Mathematics Instruction
4. AVID Focus Notes Training
5. Designated common planning time
6. Standards based mini-assessments for progress monitoring through UNIFY
7. 60 minutes weekly of schoolwide i-Ready math instructional usage time for all students
8. Bi-weekly additional math remediation for lowest quartile
9. Available tutoring provided by math teachers before school and during lunches
10. After school three days a week: 1 day ELL/Migrant and 2 days for all students
11. Teacher to Teacher observations to showcase best practices in math

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** The following strategies will be used to monitor the effectiveness of the action steps:

1. Classroom Walk-Through Data
2. Coaching cycle with additional training and support
3. Monitoring of standards based lesson planning
4. Data analysis of Unify mini-assessments
5. PLC notes from common planning
6. Data chats with Academic Coaches

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

### Activity #3

**Title** Student Performance on FSA ELA Assessment

**Rationale** Although student performance on the FSA ELA assessment increased by 7%, there is still a need for growth. School data indicates that students are performing below the state level and surrounding counties with similar demographics.

**Intended Outcome** If we increase teachers' understanding of the standards and the level of rigor required to prepare students for the state assessment then we will see an increase in FSA ELA scores.

**Point Person** Sheryl Mosley (smosley@hardee.k12.fl.us)

### Action Step

**Description** To address student performance on the FSA ELA Assessment, HJH will implement the following initiatives:

1. Curriculum pacing guide development and alignment to Florida Standards
2. Ongoing alignment of instructional materials and curriculum pacing guide to Florida Standards
3. AVID Focus Notes Training
4. Designated common planning time
5. Bi-weekly cold reads for progress monitoring
6. 90 minutes of schoolwide i-Ready reading instructional usage time for all students
7. Bi-weekly additional reading remediation for lowest quartile
8. Available tutoring provided by ELA teachers before school and during lunches
9. After school three days a week: 1 day ELL/Migrant and 2 days for all students
10. Teacher to Teacher observations to showcase best practices in ELA

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

### Plan to Monitor Effectiveness

**Description** The following strategies will be used to monitor the effectiveness of the action steps:

1. Classroom Walk-Through Data
2. Coaching cycle with additional training and support
3. Monitoring of standards based lesson planning
4. Data analysis of bi-weekly cold reads
5. PLC notes from common planning
6. Data chats with Academic Coaches

**Person Responsible** Sheryl Mosley (smosley@hardee.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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.

### **PFEP Link**

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

### **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.

### **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.

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

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

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

[https://www.floridacims.org/assets/guidance\\_pull-9d208d3e1932aab118e1471a82d09c31.png](https://www.floridacims.org/assets/guidance_pull-9d208d3e1932aab118e1471a82d09c31.png)

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

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

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

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

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

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

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

**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.

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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