

Hardee County Schools

Hardee Senior High School



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School PK, 9-12 | No | 91% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 71% |

School Grades History

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

School Board Approval

This plan was approved by the Hardee County School Board on 10/11/2018.

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 Senior High School Mission Statement: We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

Core Values:

Accountability - Personally committed, action oriented
Collaboration - Working together, achieving together
Excellence - Extraordinary people, extraordinary results
Integrity - Honorable and honest with self and others
Joy - Laugh, love and cherish the moment
Leadership - Empower others, leverage talents
Respect - Dignity and empathy for all

Provide the school's vision statement.

Hardee District Schools 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 |
|---------------|---------------------|
| Farr, Mary | Assistant Principal |
| Polk, Michele | Principal |
| Herron, Ron | Assistant Principal |

Duties

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 initiative, 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.

Assistant Principal: Mary Farr (Curriculum & Instruction) - The assistant principal for curriculum 7 instructions 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 attendance/behavior incentives and interventions that support school-based initiatives.

Select General Education Teachers: Micah Myers (Reading), Robert Beatty (Science), Brian Kennedy (Social Studies), Niki Aubry (English), Colleen Harrak (ESE), Debbie Clanton (Career & 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 the 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. Additionally, they assist in identifying student needs and analyze existing literature on scientific-based curriculum/behavior assessment and intervention approaches.

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 | 21 | 55 | 73 | 24 | 173 |
| 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 | 0 | 0 | 0 | 86 | 50 | 32 | 2 | 170 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 | 259 | 66 | 25 | 509 |
| | 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 | |

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 | 25 | 1 | 26 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 0 | 41 |

Date this data was collected

Monday 8/20/2018

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 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 | |

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 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 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 | |

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 | |

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 component with the lowest performance was the ELA Achievement cell. Historically this area has been one of concern and concerted effort has been given to improve student performance in this area. Even though this area was the lowest overall, it was also one with some of the largest gains from the previous year: increase of 9 percentage points.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline from the 16-17 school year was found in the area of science - BIOLOGY. This area dropped from 50% in 16-17 to 46% in 17-18.

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

The data component with the biggest gap when compared to the state average was also the area we had the greatest decline from the prior year - BIOLOGY. According to the data, student performance in the area of biology was 21 percentage points 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 math's lowest 25th percentile group. This data cell showed an increase of 21 percentage points in 2017-2018. Historically this area has been one of struggling to show any sustained and significant growth over the years.

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

To address this historical challenge HHS has faced in the area of math achievement, the school implemented some changes to its Algebra 1 math program:

- Collaborated with D2D in alignment of instructional materials and pacing guides
- Ongoing PD with D2D and Agile Minds for teachers with coaching support integrated throughout the year
- Adopted new instructional materials - Agile Minds
- Course placement of students based upon their prior year's math performance
- Master Schedule redesigned to support a double-block of instructional time for targeted students & courses
- Available tutoring provided by math teachers before school and during lunches

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 | 41% | 41% | 56% | 36% | 36% | 52% |
| ELA Learning Gains | 56% | 56% | 53% | 39% | 39% | 46% |
| ELA Lowest 25th Percentile | 47% | 47% | 44% | 32% | 32% | 38% |
| Math Achievement | 45% | 45% | 51% | 27% | 27% | 43% |
| Math Learning Gains | 49% | 49% | 48% | 34% | 34% | 39% |
| Math Lowest 25th Percentile | 52% | 52% | 45% | 35% | 35% | 38% |
| Science Achievement | 46% | 46% | 67% | 62% | 62% | 65% |
| Social Studies Achievement | 54% | 54% | 71% | 44% | 44% | 69% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|--------|--------|---------|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 21 (0) | 55 (0) | 73 (0) | 24 (0) | 173 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 86 (0) | 50 (0) | 32 (0) | 2 (0) | 170 (0) |
| Level 1 on statewide assessment | 159 (0) | 259 (0) | 66 (0) | 25 (0) | 509 (0) |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|-----------|-----------------------------------|-------|-------|-------|-------|
| | 9 | 10 | 11 | 12 | |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

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 |
| 09 | 2018 | 43% | 43% | 0% | 53% | -10% |
| | 2017 | 27% | 26% | 1% | 52% | -25% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2018 | 36% | 36% | 0% | 53% | -17% |
| | 2017 | 36% | 36% | 0% | 50% | -14% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 9% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 45% | 45% | 0% | 65% | -20% |
| 2017 | 49% | 49% | 0% | 63% | -14% |
| Compare | | -4% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 52% | 52% | 0% | 68% | -16% |
| 2017 | 50% | 50% | 0% | 67% | -17% |
| Compare | | 2% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 56% | 69% | -13% | 62% | -6% |
| 2017 | 24% | 39% | -15% | 60% | -36% |
| Compare | | 32% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 39% | 39% | 0% | 56% | -17% |
| 2017 | 31% | 31% | 0% | 53% | -22% |
| Compare | | 8% | | | |

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 | 11 | 45 | 48 | 7 | 37 | 42 | 6 | 46 | | 57 | 8 |
| ELL | 3 | 51 | 49 | 18 | 52 | 67 | 11 | | | | |
| BLK | 29 | 45 | 45 | 37 | 35 | | 40 | 52 | | 69 | 17 |
| HSP | 34 | 54 | 45 | 43 | 52 | 53 | 40 | 49 | | 72 | 39 |
| MUL | 36 | 58 | | 45 | 45 | | | | | | |
| WHT | 57 | 63 | 57 | 50 | 47 | 54 | 62 | 65 | | 74 | 45 |
| FRL | 36 | 54 | 46 | 43 | 50 | 54 | 42 | 52 | | 71 | 32 |
| 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 | 5 | 21 | 25 | 10 | 34 | 36 | 17 | 15 | | 45 | 5 |
| ELL | 8 | 18 | 21 | 11 | 18 | 27 | 33 | | | | |
| ASN | | | | 45 | 45 | | | | | | |
| BLK | 21 | 32 | 31 | 19 | 28 | 20 | 26 | 45 | | 61 | 29 |
| HSP | 27 | 33 | 26 | 24 | 29 | 34 | 48 | 44 | | 69 | 35 |
| MUL | 25 | 42 | | 38 | 42 | | | | | | |
| WHT | 43 | 45 | 20 | 35 | 33 | 29 | 60 | 68 | | 68 | 48 |
| FRL | 25 | 32 | 27 | 26 | 28 | 31 | 46 | 45 | | 66 | 33 |

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 | <p>Student Performance on the Algebra 1 EOC</p> <p>Although there has been marked improvement in student performance on the Algebra 1 EOC, there is still a need for growth. School data indicates that students are performing below their peers, both at the state level and when compared to surrounding counties with similar demographics.</p> |
| Rationale | <p>HHS will continue supporting teachers in helping increase their understanding of the standards and the level of rigor required to prepare students for the state assessment. When teachers have a clearer understanding of performance expectations, then the instruction will be closely aligned to the Florida standards and student performance will increase.</p> |
| Intended Outcome | <p>If we increase the level of rigor and student engagement with the content, then we will see an increase in the Algebra 1 EOC scores.</p> |
| Point Person | <p>Michele Polk (mpolk@hardee.k12.fl.us)</p> |
| Action Step | |
| Description | <p>To address the historical challenge HHS has faced in the area of math achievement, the school will continue implementation of the following initiative in math:</p> <ul style="list-style-type: none"> • Continued focus on ensuring alignment of instructional materials and pacing guides to Florida Standards • Designated common planning • Expanded use of recently adopted instructional materials - Agile Minds • Ongoing PD with Agile Minds for teachers, along with coaching support integrated throughout the year • AVID Certified Math Trainer on staff to support math teachers • Course placement of students based upon their prior year's math performance • Master Schedule designed to support a double-block of instructional time for targeted students & courses • Available tutoring provided by math teachers before school and during lunches • PSAT testing for all 9th, 10th, & 11th graders, along with linking results to Khan Academy for further instructional support/practice in math |
| Person Responsible | <p>Michele Polk (mpolk@hardee.k12.fl.us)</p> |
| Plan to Monitor Effectiveness | |
| Description | <p>The following strategies will be used to monitor the effectiveness of the action steps:</p> <ul style="list-style-type: none"> • Coaching Cycle with Observational Support • Monitoring of Lesson Plans • Data Analysis of Classroom & Benchmark Data • Classroom Walk-Through Data • Agendas & Notes from Common Planning |
| Person Responsible | <p>Michele Polk (mpolk@hardee.k12.fl.us)</p> |

| Activity #2 | |
|--------------------------------------|---|
| Title | Student Performance on FSA ELA Assessment |
| Rationale | Although there has been marked improvement in student performance on the FSA ELA 9/10, there is still a need for growth. School data indicates that students are performing below their peers at the state level in overall achievement, but gains have been made in the student growth piece - especially for the lowest quartile group. |
| Intended Outcome | HHS will continue its school-wide focus on utilizing reading and writing strategies across the content areas. When students are provided sufficient amount of opportunities to work with rigorous texts (informational & literary) and are asked to complete tasks that require them to write in response to content related texts, then we will see an improvement in FSA ELA scores. |
| Point Person | Michele Polk (mpolk@hardee.k12.fl.us) |
| Action Step | |
| Description | <p>To address the historical challenge HHS has faced in the area of ELA achievement, the school will focus on the following literacy initiatives:</p> <ul style="list-style-type: none"> • Continued focus on ensuring alignment of instructional materials and pacing guides to Florida Standards • Designated common planning • Ongoing PD for all content area teachers on WICOR Strategies, engaging lesson development and writing in response to content area text, with coaching support integrated throughout the year to support • School-wide Reading/Writing Focus Calendar • Monthly student sample reading/writing initiative across the content area • 2018 AVID Summer Path Training • Vertical alignment opportunities within the district, consortium and central Florida area • Incorporation of FSA ELA, ACT and SAT Test Prep materials into Intensive Reading classes • World Tour continuance to showcase effective WICOR strategies in place across the content areas • PSAT testing for all 9th, 10th, & 11th graders, along with linking results to Khan Academy for further instructional support/practice in reading |
| Person Responsible | Michele Polk (mpolk@hardee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | <p>The following strategies will be used to monitor the effectiveness of the action steps:</p> <ul style="list-style-type: none"> • Coaching Cycle with Observational Support • Monitoring of Lesson Plans • Individual teacher monthly sample student writing & integrated text • Data Analysis of Classroom & Benchmark Data • Classroom Walk-Through Data • Agendas & Notes from Common Planning |
| Person Responsible | Michele Polk (mpolk@hardee.k12.fl.us) |

Activity #3

| | |
|-------------------------|---|
| Title | Graduation Rate |
| Rationale | Although there has been marked improvement over the past few year in the graduation rate at HHS, there is still a need for growth. School data indicates that the percentage of students graduating with a standard diploma on time is steadily increasing in all subgroups. Even so, the school's graduation rate falls below the state average and some Heartland Consortium schools with similar demographics. |
| Intended Outcome | HHS will continue its focus on improving the success rate of its students graduating on time. This will be supported by the previous two school improvement goals that address student performance in both math and reading. |
| Point Person | Michele Polk (mpolk@hardee.k12.fl.us) |

Action Step

| | |
|---------------------------|--|
| Description | <p>To address the challenge HHS has faced in the area of continuing to improve the graduation rate, the school implement the following to its approach:</p> <ul style="list-style-type: none"> • Reallocation of guidance position to that of Graduation Coach at HHS • Implementation of Staff to Student Coaching – where targeted 'at risk' seniors are matched with a staff member who is there to coach and support them throughout the year, monitoring their grades, attendance, grad checks, etc. • Establishment of Data Team – will meet monthly to review progress of 'at risk' seniors and to adjust focus as needed • Priority placement in Credit Recovery Program for targeted juniors & seniors • Incorporation of ACT and SAT Test Prep materials into Intensive Reading classes • PSAT testing for all 9th, 10th, & 11th graders, along with linking results to Khan Academy for further instructional support/practice in math & reading • SAT School Day Tests – one in fall and one in spring (targeting seniors needing concordant score for ELA component) • Counselors will meet at least twice a year with all seniors to conduct graduation checks • Graduation Plan presentations by Graduation Coach to all grade levels • Grade level parent nights provided by guidance department |
| Person Responsible | Michele Polk (mpolk@hardee.k12.fl.us) |

Plan to Monitor Effectiveness

| | |
|---------------------------|---|
| Description | <p>The following strategies will be used to monitor the effectiveness of the action steps:</p> <ul style="list-style-type: none"> • Data Team agendas and meeting notes • Staff to Student Coaching documentation folders – includes progress data on grades, credits, and graduation requirements • Graduation Plan presentations • Calendared events/meetings of Graduation Coach • Senior Data – e.g. attendance, grades, credits • SAT School Day data – participation lists and passing rates • Parent Night presentations, callouts, advertisements and sign-ins |
| Person Responsible | Michele Polk (mpolk@hardee.k12.fl.us) |

Part V: Budget

| | |
|---------------|---------------|
| Total: | \$0.00 |
|---------------|---------------|