

Hardee County Schools

# Hardee Senior High School



2019-20 Schoolwide Improvement Plan

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# Hardee Senior High School

830 ALTMAN RD, Wauchula, FL 33873

www.hardee.k12.fl.us/high\_school

## Demographics

Principal: Tammy Pohl

Start Date for this Principal: 8/8/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (50%) 2016-17: D (39%) 2015-16: C (41%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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[www.hardee.k12.fl.us/high\\_school](http://www.hardee.k12.fl.us/high_school)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School PK, 9-12	No	91%
<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	71%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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## 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	Job Duties and Responsibilities
Farr, Mary	Assistant Principal	
Polk, Michele	Principal	
Maddox, Mary Sue	Assistant Principal	Curriculum and Instruction, Testing
Barton, Susan	Instructional Coach	
Shiver, Martha	Instructional Coach	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	396	346	354	296	1392
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	39	44	50	42	175
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	2	3	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	114	62	41	217
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	132	140	143	164	579

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	117	96	77	290

**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	37	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

68

**Date this data was collected or last updated**

Thursday 9/26/2019

**Prior Year - 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	21	55	73	24	173
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	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	0

**The number of students with two or more early warning indicators:**

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

**Prior Year - 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	21	55	73	24	173
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	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	0



**The number of students with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	43%	56%	32%	32%	53%
ELA Learning Gains	46%	46%	51%	37%	37%	49%
ELA Lowest 25th Percentile	43%	43%	42%	26%	26%	41%
Math Achievement	47%	47%	51%	27%	27%	49%
Math Learning Gains	42%	42%	48%	31%	31%	44%
Math Lowest 25th Percentile	48%	48%	45%	31%	31%	39%
Science Achievement	68%	68%	68%	50%	50%	65%
Social Studies Achievement	51%	51%	73%	51%	51%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	396 (0)	346 (0)	354 (0)	296 (0)	1392 (0)
Attendance below 90 percent	39 (21)	44 (55)	50 (73)	42 (24)	175 (173)
One or more suspensions	3 (0)	2 (0)	3 (0)	0 (0)	8 (0)
Course failure in ELA or Math	0 (86)	114 (50)	62 (32)	41 (2)	217 (170)
Level 1 on statewide assessment	132 (159)	140 (259)	143 (66)	164 (25)	579 (509)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	40%	40%	0%	55%	-15%
	2018	43%	43%	0%	53%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	44%	44%	0%	53%	-9%
	2018	36%	36%	0%	53%	-17%
Same Grade Comparison		8%				
Cohort Comparison		1%				

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
2019	67%	67%	0%	67%	0%
2018	45%	45%	0%	65%	-20%
Compare		22%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	50%	0%	70%	-20%
2018	52%	52%	0%	68%	-16%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	53%	-13%	61%	-21%
2018	56%	69%	-13%	62%	-6%
Compare		-16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	53%	0%	57%	-4%
2018	39%	39%	0%	56%	-17%
Compare		14%			

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	18	41	41	39	60	60	34	20		79	15
ELL	14	31	39	35	33		40	9		64	
BLK	38	49	23	44	48		59	42		93	4
HSP	39	43	44	45	41	45	66	46		82	35
MUL	47	64		55			64				
WHT	52	51	52	51	42	56	74	66		72	54
FRL	35	40	39	45	43	47	68	51		82	37
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

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Grade 9 Language Arts showed the lowest achievement performance at 40%. This reflects a 3% drop for this cohort that saw 43% of students score level 3, 4, or 5 as 8th grade students at Hardee Junior High School. In reviewing a breakdown of that cohort's performance, the two weakest content areas were Key Ideas & Details and Integration of Knowledge & Ideas. Algebra 1 also had a 40% achievement rate which was a 16% drop from the previous school year. In reviewing the breakdown of 9th and 10th grade Algebra performance, the weakest area was Functions and Modeling, followed by Statistics and the Number System.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Algebra 1 EOC showed a 16% drop from the prior year performance. The significant drop is partially attributed to a change in course offerings that provided an Algebra 1-A, 1-B option for the 17-18

freshman cohort which delayed approximately 80 level 1 students from taking the test in 17-18 and moved their Algebra testing date to the 18-19 school year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

9th Grade ELA with a 15% gap between the 9th grade cohort and the state. In reviewing a breakdown of that cohort's performance, the two weakest content areas were Key Ideas & Details and Integration of Knowledge & Ideas.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science Achievement showed a 22% increase in the number of students who scored 3 or above when comparing 2018 and 2019 performance. In preparing for the 2018-19 school year, biology teachers participated in data analysis and curriculum planning to better target their instruction to the tested standards and at the appropriate level of rigor. At the beginning of the school year, all teachers participated in inservice workshops that focused on differentiating instruction through the use of classroom stations that included teacher led small group instruction. Science teachers who implemented the professional development with fidelity showed the highest results in science achievement. Additionally, teachers worked together to develop lesson plans that included focused lab activities, the inclusion of bell work that spiraled back to review challenging concepts, and the use of on-line sites such as Quizlet to reinforce the difficult terminology.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The 2019-20 Junior Class cohort has the highest numbers of students that exhibit early warning indicators. This is evidence that extra support will need to be provided to the 2019-20 Senior Cohort in order to maintain or improve the school's progress with it's graduation rate.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Language Arts
2. Algebra 1
3. ELL

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Algebra 1
<b>Rationale</b>	Algebra 1 was identified as one of two subject areas that showed the lowest achievement level performance. The Achievement level performance for Algebra 1 was 40%.
<b>State the measurable outcome the school plans to achieve</b>	If we increase the level of rigor and student engagement with the content through the use of differentiated instructional practices, then we will see an increase in the Algebra 1 EOC scores.
<b>Person responsible for monitoring outcome</b>	Michele Polk (mpolk@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Differentiated small group Instruction: The process of identifying the individual learning needs of students and adapting lessons and assignments in a small group setting to meet those individual needs.
<b>Rationale for Evidence-based Strategy</b>	John Hattie's extensive meta-analysis of thousands of research findings demonstrates that direct instruction has an effect size of .60 which is in the zone of desired effect. Differentiated small-group instruction will allow teachers the opportunity to work with one group at a time to provide direct instruction in Algebra that is tailored to each students level of struggle, while the other groups practice skills to build their math fluency.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Algebra Instructors and STEM Coach will review student data to determine appropriate groupings for small group differentiation.</li> <li>2. Algebra instructors will provide direct instruction and practice opportunities to students in small group settings that will be appropriate to the students level of struggle with the content.</li> <li>3. Algebra instructors, in collaboration with the STEM Coach, will analyze data on an ongoing basis to determine if groups need to be reorganized or instruction adjusted to better serve the needs of students.</li> <li>4. Algebra teachers will participate in ongoing professional development relating to the school's new Algebra curriculum and resources.</li> <li>5. The Algebra teachers in collaboration with the STEM Coach will analyze benchmark and individual student data that will drive adjustments to student groups, instructional delivery, and/or support activities of small groups.</li> </ol>
<b>Person Responsible</b>	Michele Polk (mpolk@hardee.k12.fl.us)

<b>#2</b>	
<b>Title</b>	ELA
<b>Rationale</b>	ELA was identified as one of two subject areas that showed the lowest achievement level performance. The Grade 9 ELA Achievement level was 40%. Although grade 10 ELA showed improvements in achievement from the previous year (Performance increased from 36% to 44%), there is still a need to increase our performance in grade 10 language arts in order to be more aligned with state results; grade 10 was 9 points below the state achievement level in 2018-19.

<b>State the measurable outcome the school plans to achieve</b>	If we utilize effective strategies to provide student opportunities to work with rigorous texts (information & literary) and complete tasks that require written responses to content related texts, then we will see an improvement in FSA ELA achievement scores and learning gains.
<b>Person responsible for monitoring outcome</b>	Michele Polk (mpolk@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Scaffolded Instruction Gradual Release Model Goal Setting
<b>Rationale for Evidence-based Strategy</b>	Scaffolded Instruction & the Gradual Release Model: This approach, developed by Doug Fisher and Nancy Frey, moves classroom instruction from teacher-centered, whole group delivery, to student-centered collaboration and independent practice. The four phases of this instructional model will better meet the instructional needs of all students. Learning will be shifted from teacher-directed to student processing activities. Teachers will model, question, prompt, and cue students. As students move into more independent phases, they will rely more on themselves and less on teachers to complete learning tasks.  Goal Setting: Reading teachers will use a “personal standards growth chart” as a way for students to monitor their own learning. This will be utilized in much the same way as John Hattie’s “student self-reported grades.” John Hattie’s extensive meta-analysis of thousands of research findings demonstrates that self-reported grades is a highly effective way of setting expectations for students, with an effect size of 1.33.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identification of barrier - student data is reviewed and strengths/weaknesses identified</li> <li>2. Identification of focus strategies that instructors will utilize to overcome barrier - instructional coach works with reading and English teachers to identify research based strategies that have been demonstrated to improve student performance.</li> <li>3. Implementation of strategies - instructional staff implement the strategies within the classroom setting.</li> <li>4. Monitoring of strategy use - the instructional coach and designated administrator conduct classroom walkthroughs, participate in individual and group discussion regarding the use of the identified strategies and adjust implementation as needed.</li> <li>5. Monitoring of student performance - instructional and administrative staff monitor student performance through the use of benchmarks and individual teacher data, and adjust instruction as needed.</li> </ol>
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**Person Responsible** Michele Polk (mpolk@hardee.k12.fl.us)

**#3**

**Title** ELL  
**Rationale** English Language Proficiency for HHS ELL students fell below the 41% threshold and thus the school was targeted for TS&I.

**State the measurable outcome the school plans to achieve** If we provide sufficient opportunities for ELL students to build vocabulary skills, then we will see an improvement in FSA ELA achievement scores and learning gains for that subgroup.

**Person responsible for monitoring outcome** Michele Polk (mpolk@hardee.k12.fl.us)

**Evidence-based Strategy** Rosetta Stone: Language Learning Software

**Rationale for Evidence-based Strategy** By understanding concept, term or academic vocabulary word in the student's primary language, and then hearing, seeing, reading or saying it in English, the student more easily is able to grasp the meaning as well as learning how to grasp it in English.

**Action Step**

1. Identify students classified LY ELL
2. Establish expectation with instructional staff and students: 15 minutes a day use of Rosetta Stone.
3. Implement the 15 minutes a day instruction within the classroom setting on Rosetta Stone for primary language support and the development of academic and content vocabulary.
4. Establish ELL Support Lab. Revise the morning duty schedule to provide supervision by bilingual instructional staff in the school's computer lab. Secure appropriate number of license for Rosetta Stone to be used in the morning lab.
5. The ELL lab is opened up every morning to provide ELL students the opportunity to work on Rosetta Stone.
6. The ELL Coordinator monitors Rosetta Stone usage reports and collaborates with instructional staff regarding collected data and student growth/performance and adjusts ELL support as needed.

**Person Responsible** Michele Polk (mpolk@hardee.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Although the Hardee High School graduation rate was at an all time high (81%) last school year, we will continue to work on strengthening performance in this area.

The "Senior Coaching" initiative has been established for the 2019-20 school year, whereby students moderately at-risk in one or more of the following areas will receive extra support: Credits Earned, GPA,

success on the 10th grade FSA and success on the Algebra 1 EOC. Support will be provided through monitoring and encouragement by faculty and staff members who have agreed to participate in the initiative. At this time, 61 faculty and staff members are supporting 1 or more students identified as moderately at-risk. Additionally, a 12-member team consisting of school administrators, deans, instructional coaches, and others will each serve to similarly support 3-5 highly at-risk seniors.

Throughout 2019-20, five parent night events will be hosted by the school's guidance department for 12th grade students and parents, along with one parent night event for each grade 9-11. At the parent events, information is presented to inform and support parents; working in partnership with parents, the school can better assist students to meet graduation requirements and prepare for college/career. Incentives will be provided to each of the four AVID classes to encourage participation of those students. Information about the parent night events was placed in parent packets at the beginning of the school year, provided to teachers to post in their classrooms, and sent out via the Principal's Remind - a system which sends information to registered users through the use of text messaging.

Information presented at the parent night events will also be disseminated to all students during the school day. Students will receive information through presentations provided in English classes by designated instructional staff members. Guidance counselors will conduct presentations to grade 10-12, and the AVID Coordinator will present to grade 9.

Grade level orientation meetings will also be held at the beginning of the school year and facilitated by the school's administrative team. At the orientation meetings, administrators will provide information to students about the importance of graduating, how to stay on track, and college/career planning.

Another aspect to ensuring students graduate on time is related to their attendance and discipline. The Assistant Principal for Attendance & Discipline will work with staff in the deans' office to regularly pull discipline data, looking for patterns in both the students being referred and the types of discipline infractions that results in loss instructional time in the classroom. Deans will conference with identified students with recurring referrals to discuss strategies for avoiding additional discipline infractions. Additionally, the deans will do bi-weekly, preventative 'customer service announcements' based upon the discipline data from the previous week.

For attendance, the Assistant Principal for Attendance & Discipline will regularly pull data reports to identify students that are 'at risk' of credit denial based upon their number of unexcused absences, as well as those with an elevated number of excused absences. Conferences will be held with students identified as 'at risk' for credit denial to review their attendance (especially unexcused absences) and to discuss possible options for getting back 'on track' for graduation. For those students with an elevated number of excused absences, a review of the excusal notes turned in and a follow up conversation will be held with the assigned guidance counselor to see what additional support services may be needed for that student.

## 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 Schoolwide Improvement Plan 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.**

The following activities are geared to building positive relationships with parents, families, and other community stakeholders:

- \* The SAC maintains a diverse representation of stakeholders reflective of the school's demographics and includes representation from staff, students, parents, and community members.
- \* HHS annually hosts the Chamber's Leadership Hardee group
- \* HHS works with the Donnie Canary Foundation to maintain a Hardee Junior Leadership group.
- \* The District Data Warehouse provides 'live' information on student's academic progress enabling easy communication between parents/students & teachers
- \* The District Callout System keeps parents informed about upcoming events, deadlines, and general information.
- \* The school/teacher websites provide school related information that is relevant to the needs and interests of students and parents.
- \* The Remind text messaging system is utilized to disseminate school wide/individual class or club information.
- \* The school provides written and verbal translations and translators as needed and if available (Spanish, Creole, and sign language)
- \* Eight parent night events are scheduled to disseminate important information to parents that is appropriate and relevant to the age/grade of their student.
- \* The STEM program provides 3 evening parents' meetings; 2 STEM Scholars Parents' Night and 1 Science Fair Parents' Night.
- \* A full page insert is published twice monthly in the local newspaper that provides information about various school activities, student achievements, school initiatives, etc.
- \* HHS teachers utilize local experts that serve as guest speakers.
- \* HHS partners with many local business men and women to conduct the school's annual Science Fair.
- \* Students from STEM, Key Club, Leo Club, and AFJROTC are utilized by community organizations in various service capacities on a regular basis throughout the school year.
- \* The Senior Scholarship and Awards program provides tens of thousands of dollars in local scholarship funding to HHS Seniors.

#### **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.**

A variety of resources are 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. The school is staffed with three guidance counselors who determine which resource best fits the need(s) identified and assist in the referral process. Local resources utilized by HHS include Youth & Family Services, Peace River Center, Good Shepherd Hospice, Tri-County Service, and counseling through our district psychologists. HHS also has an AVID Coordinator that serves as the Graduation Support Contact in monitoring and supporting students identified as 'at risk'. Additionally, HHS has incorporated a required leadership course for incoming freshmen where the curriculum addresses items such as team building and conflict/resolution. All staff will receive training on the topic of mental health as it relates to their job role. Mentoring programs are also available as a support system to many of our students, including Take Stock In Children, Big Brother/Sisters, and the CROP & Panther Youth programs at South Florida State College.

#### **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.

At the beginning of each school year, the administration conducts an orientation meeting for each grade level.

Multiple parent night events will be hosted by the school's guidance department for 12th grade students and parents, along with one parent night event for each grade 9-11 where information is presented to inform and support parents and students as they transition from one grade to the next and eventually into the world of college/work. Similar presentations are also conducted in all English classrooms throughout the year.

In the fall of each year, HHS provides a College & Career Day for all its juniors & seniors.

HHS provides its seniors & AVID students an opportunity to participate in South Florida State College's "College Students for a Day" program.

Hardee High maintains a Dual Enrollment Agreement with South Florida State College to provide HHS students the opportunity to participate in technical training courses such as our lineman course offerings.

Students can also earn certifications through CTE programs in the following areas: Culinary Arts, Business, Auto Mechanics, Health Science, Agriculture, and the Arts. Additionally, the school maintains an active AFJROTC program that is currently running at capacity.

Military recruiters are provided regular access to the school campus during lunches.

The school's 9th grade leadership classes will be utilizing a new curriculum this school year that will help students 1 - build basic skills needed for life after high school and 2 - create short and long-term positive goals. In addition to the new leadership curriculum, leadership teachers will utilize a Career Interest Inventory through [mynextmove.org](http://mynextmove.org) and [mycareershines.org](http://mycareershines.org).

**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 and survey data, 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 instructional 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.

**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 2019-20 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 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.)
- ACT/SAT registration & vouchers

The school has a designated AVID Coordinator to support targeted students in achieving on time graduation goals. Additionally, the AVID Coordinator will support students in transitioning to post-secondary education & career opportunities.

Throughout 2019-20, multiple parent night events will be hosted by the school's guidance department for 12th grade students and parents, along with one parent night event for each grade 9-11. At the parent events, information is presented to inform and support parents and students as they transition from one grade to the next and eventually into the world of college/work.

Information is disseminated to all students through presentations provided in English classes by designated instructional staff members.

The STEM coach coordinates the SFSC STEM Days (a 2-day event) here at HHS where targeted courses rotate through stations on mechatronics, engineering, STEM Careers, and SFSC college information.

The CTE Coordinator assists 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.

The CTE coordinator organizes the annual Tampa Construction Career Days field trip for approximately 100 eleventh and twelfth grade CTE students.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Algebra 1	\$0.00
2	III.A.	Areas of Focus: ELA	\$0.00
3	III.A.	Areas of Focus: ELL	\$0.00
<b>Total:</b>			<b>\$0.00</b>