

Hardee County Schools

Hardee Senior High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	22
Budget to Support Goals	23

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: 8/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: C (51%) 2017-18: C (50%) 2016-17: D (39%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Hardee County School Board on 10/8/2020.

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	23

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www.hardee.k12.fl.us/high_school

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School PK, 9-12</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>73%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Polk, Michele	Principal	School Leader
Barton, Susan	Instructional Coach	
Shiver, Martha	Instructional Coach	
Maddox, Mary Sue	Assistant Principal	Curriculum and Testing
Stagg, Suzanne	Assistant Principal	
See, Tabita	Other	

Demographic Information

Principal start date

Sunday 8/23/2020, Tammy Pohl

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

68

Demographic Data

2020-21 Status (per MSID File)	Active
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
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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	384	362	366	277	1389
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	41	25	38	21	125
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	2	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	89	27	18	6	140
Course failure in Math	0	0	0	0	0	0	0	0	0	0	65	27	13	5	110
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	110	106	108	96	420
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	73	54	101	57	285
	0	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	133	117	95	45	390

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	25	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 8/23/2020

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		
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

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
Number of students enrolled	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	39	44	50	42	175
One or more suspensions	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	114	62	41	217
Level 1 on statewide assessment	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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	2019	40%	40%	0%	55%	-15%
	2018	43%	43%	0%	53%	-10%
Same Grade Comparison		-3%				
Cohort 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%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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

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
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
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%

Subgroup Data	
Students With Disabilities	
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%	0

English Language Learners	
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%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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%	0

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.

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 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?

The 2020-21 9th grade cohort has the highest numbers of students that exhibit early warning indicators. Identified seniors must be supported to keep them on track for graduation.

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. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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.

Measurable Outcome:

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.

Person responsible for monitoring outcome:

Michele Polk (mpolk@hardee.k12.fl.us)

Evidence-based Strategy:

Collective Teacher/Student Efficacy
Self-Reported Grades and student Goal Setting
Scaffolded/Differentiated Instruction
Gradual Release Model

Rationale for Evidence-based Strategy:

According to John Hattie, collective teacher efficacy strongly correlates with student achievement. John Hattie's extensive meta-analysis demonstrates that self-reported grades is a highly effective way of setting expectations for students, with an effect size of 1.33. Self-Reported Grades and Goal Setting will be emphasized by all intensive reading teachers through the use of a "personal standards growth chart" and in English classes through data chats, as a way for students to monitor their own learning. In the 35 years since Pearson and Gallagher's landmark study, the gradual release of responsibility model of instruction has become synonymous with some of the most effective approaches to teach both skills and content to students of all ages. Scaffolded/differentiated Instruction & the Gradual Release Model developed by Doug Fisher and Nancy Frey will move classroom instruction from teacher-centered, whole group delivery, to student-centered collaboration and independent practice.

Action Steps to Implement

Monitoring of strategy use - The instructional coach and designated administrator conduct classroom walkthroughs and participate in individual/group discussions regarding identified strategies and adjust implementation as needed.

Person Responsible

Mary Sue Maddox (mmaddox@hardee.k12.fl.us)

Teachers will monitor student self-reported grades with personal standards growth sheets or data chats.

Person Responsible

Martha Shiver (mshiver@hardee.k12.fl.us)

Identify barriers - student data is reviewed and strengths/weaknesses identified during department/grade level PLC's.

Person Responsible

Martha Shiver (mshiver@hardee.k12.fl.us)

Identification of focus strategies that instructors will utilize to overcome barriers-The instructional coach works with reading and English teachers to identify research-based strategies that have been demonstrated to improve student performance.

Person Responsible Martha Shiver (mshiver@hardee.k12.fl.us)

Implementation of strategies - Strategies will be implemented by instructional staff within the classroom setting and be monitored by the instructional coach and designated administrator during classroom walkthroughs

Person Responsible Martha Shiver (mshiver@hardee.k12.fl.us)

Monitoring of student performance - Classroom teachers, instructional coaches, and administrative staff monitor student performance with benchmarks and individual teacher data, and adjust instruction as needed.

Person Responsible Mary Sue Maddox (mmaddox@hardee.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: 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%.

Measurable Outcome: If we increase the level of rigor and student engagement with the content through the use of effective instructional practices, then we will see an increase in the Algebra 1 EOC scores.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Knowledge Space Theory: Interactive lessons are provided through the Google Classroom platform for all Algebra students that includes ALEKS, an adaptive, online math program that identifies what each student knows and doesn't know. With this information, the program has students practicing math concepts designed specifically for them.

Rationale for Evidence-based Strategy: ALEKS is founded on over 20 years of extensive scientific research in a ground-breaking field of mathematical cognitive science. This online curriculum gives students the opportunity to engage in practice of Algebra concepts at their level.

Action Steps to Implement

Each student is administered an assessment on ALEKS that identifies the students' individual mastery level of math concepts.

Person Responsible Susan Barton (sbarton@hardee.k12.fl.us)

Based on the results of the initial assessment, teachers will place them on a curriculum path specific to their level.

Person Responsible Susan Barton (sbarton@hardee.k12.fl.us)

Students are provided time to use ALEKS for focused practice of their individual skills or conceptual understanding.

Person Responsible Susan Barton (sbarton@hardee.k12.fl.us)

Data from the students' mastery of concepts and time spent in practice is available to the teacher.

Person Responsible Susan Barton (sbarton@hardee.k12.fl.us)

Teachers review students' development through the program and adjust their ALEKS online curriculum path based on their progress.

Person Responsible Susan Barton (sbarton@hardee.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale: English Language Proficiency for HHS ELL students fell below the 41% threshold and thus the school was targeted for TS&I.

Measurable Outcome: 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: [no one identified]

Evidence-based Strategy: Rosetta Stone: Language Learning Software. Collaborative strategic reading with ELL para support of translating assignments in Google Classroom for virtual learners.

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.

With translation of the original document in students' native language, the student is able to accurately and efficiently extract the meaning of the original document and communicate the messages in the appropriate style and terminology to allow for comprehension.

Action Steps to Implement

Identify students classified LY ELL
Person Responsible Tabita See (tsee@hardee.k12.fl.us)

Establish expectation with instructional staff and students: 15 minutes a day use of Rosetta Stone as well as adding ELL support para as a co-teacher within each google classroom that an ELL student is a member of.
Person Responsible Tabita See (tsee@hardee.k12.fl.us)

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.
Person Responsible Tabita See (tsee@hardee.k12.fl.us)

ELL para will monitor the progress of each student and translate documents into native language for the most struggling English language learners.
Person Responsible Tabita See (tsee@hardee.k12.fl.us)

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 Tabita See (tsee@hardee.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Due to the Covid-19 pandemic, teachers are being required to simultaneously support in-person and virtual students which requires teachers to utilize a new set of skills. The need for teachers to engage in professional development relating to virtual learning platforms is urgent in order to ensure that all students receive the instructional support needed to be successful, regardless of their learning mode.

Measurable Outcome: If teachers participate in professional development related to online learning platforms, then they will effectively deliver instruction that results in student success within their courses as measured by their course pass/fail rate.

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

Evidence-based Strategy: Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Rationale for Evidence-based Strategy: As a result of the pandemic, teachers are being required to quickly adapt to utilizing virtual platforms to deliver instruction. The Learning Designs standard for adult learners posits that supporting adult learning has a direct and positive influence on increasing student achievement.

Action Steps to Implement

Identify staff members that are technology savvy and proficient in the learning platform (Google Classroom)

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

Work with the identified staff members to formulate schoolwide expectations and develop training modules for staff.

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

Staff experts facilitate training modules to staff during pre-planning inservice days.

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

Ongoing support is provided to teachers throughout the year during early release days, scheduled inservice days, lunch & learn sessions, and monthly department meetings.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Hardee High School's graduation rate again exceeded previous years, with an anticipated rate of over 90%. We will continue to work to increase our performance in this area through the "Senior Coaching" initiative. Students identified as moderately or severely 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, 56 faculty and staff members are supporting 1 or more at-risk students. A Senior Scholarship Tutor Initiative will be established to assist students who need additional support in completing scholarship applications. Staff members and volunteers will be secured to assist with this initiative, providing monthly small group 2-hour tutor sessions during the regular school day.

Throughout 2020-21 school year, 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. A Title 1 Parent Information Meeting will also be held. At 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. Information about the parent night events was posted to the school's website and sent out via the Principal's Remind - a system which sends information to registered users through the use of text messaging.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

- * The School Advisory Council (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.
- * A Title 1 Parent Meeting is held to inform families of the Title 1 programs and activities designed to increase children's academic achievement.
- * 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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00