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Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/junior_high

Demographics

Principal: Sheryl Mosley

Start Date for this Principal: 8/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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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Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/junior_high

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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>72%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

"Empower and inspire all students for success"

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Mosley, Sheryl	Principal	
Tubbs, Travis	Assistant Principal	
White, Tracey	Assistant Principal	
Jaquez, Elizabeth	School Counselor	
DeAnda, Lisa	Instructional Coach	
Kouns, Sherri	Reading Coach	
Shepard, Michelle	Math Coach	
Calvillo, Linda	Curriculum Resource Teacher	
Neal, Monica	Teacher, K-12	Language Arts 6th Grade
Newman, Sheena	Teacher, K-12	7th Grade Language Arts
Wandrey, Angela	Teacher, K-12	8th Grade Language Arts
Roberts, Erica	Teacher, K-12	6th Grade Math
Gough, Melissa	Teacher, K-12	7th Grade Math
Taylor, Dominique	Teacher, K-12	8th Grade Math
Ford, Micaela	Teacher, K-12	6th Grade Science
Kelly, Debra	Teacher, K-12	7th Grade Science
McGuckin, Kim	Teacher, K-12	8th Grade Science
Kirkland, Missy	Teacher, K-12	6th Grade Social Studies
Laughlin, Jacob	Teacher, K-12	7th Grade Civics
Ragland, Stephen	Teacher, K-12	8th Grade Social Studies
Lane, Heather	Teacher, ESE	6-8 Learning Strategies

Demographic Information

Principal start date

Monday 8/2/2021, Sheryl Mosley

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.*

1

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.*

1

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

1,202

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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

The number of students identified as retainees:

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	45%	54%	43%	43%	53%
ELA Learning Gains				47%	47%	54%	54%	54%	54%
ELA Lowest 25th Percentile				44%	44%	47%	45%	45%	47%
Math Achievement				56%	56%	58%	48%	48%	58%
Math Learning Gains				55%	55%	57%	49%	49%	57%
Math Lowest 25th Percentile				44%	44%	51%	38%	38%	51%
Science Achievement				37%	37%	51%	43%	43%	52%
Social Studies Achievement				61%	61%	72%	50%	50%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	47%	0%	54%	-7%
Cohort Comparison						
07	2021					
	2019	38%	38%	0%	52%	-14%
Cohort Comparison		-47%				
08	2021					
	2019	49%	48%	1%	56%	-7%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	44%	0%	55%	-11%
Cohort Comparison						
07	2021					
	2019	59%	59%	0%	54%	5%
Cohort Comparison		-44%				
08	2021					
	2019	55%	53%	2%	46%	9%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	37%	36%	1%	48%	-11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	59%	1%	71%	-11%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	53%	46%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

FSA DATA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	25	18	28	35	26	21	31	77		
ELL	32	32	24	36	33	33	30	52	63		
BLK	31	24	19	30	33	42	9	58			
HSP	39	36	28	39	32	34	33	53	62		
MUL	61	50		67	39						
WHT	54	43	21	54	38	24	57	66	70		
FRL	37	33	24	36	31	31	33	51	54		
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	22	38	33	25	45	47	15	36			
ELL	24	41	46	36	33	30	20	44			
ASN	30	40		60	50						

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
BLK	30	41	39	46	58	52	26	67	42		
HSP	42	44	44	52	51	42	31	57	55		
MUL	32	33		47	61						
WHT	60	58	49	69	65	44	60	72	63		
FRL	38	44	43	49	52	43	29	58	51		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	40	34	19	38	30	20	22			
ELL	14	35	35	27	41	44	18	22			
ASN	10	27		60	45						
BLK	34	54	46	40	43	36	32	45			
HSP	38	54	45	44	48	39	42	44	49		
MUL	58	53		50	35						
WHT	56	53	44	58	55	39	49	64	58		
FRL	38	52	46	43	46	37	40	46	47		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	39
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
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	47
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

At this time there are no trends due to a lack of data from the 2019-20 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrates the greatest need for improvement in math achievement. Based on the 2020-21 data, student achievement decreased by 13% compared to 2018-19.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to last year's performance include sporadic student attendance, frequent transitions from virtual to brick and mortar learning, and an overall lack of instructional rigor. To address this need for improvement students no longer have the option of virtual learning. Additionally, weekly PLC meetings, data chats, and regular mini-assessments will take place on a consistent basis.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was Middle School Acceleration. This component improved 7% from the 2018-19 school year to the 2020-21 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

New actions for the 2020-21 school year for Middle School Acceleration included:

- Professional Learning Community Standards-based instruction
- Curriculum planning and alignment
- Continuous monitoring of student growth and achievement
- Benchmarks for progress monitoring
- Data chats with academic coaches
- Broadening of student eligibility

What strategies will need to be implemented in order to accelerate learning?

Development of a standards-based curriculum pacing guides and standards-based benchmarks for progress monitoring of student growth and achievement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

1. Math Curriculum & Best Practices professional development with Academic Coach
2. Development of a curriculum pacing guide aligned to standards
3. Alignment of instructional materials and the curriculum pacing guide to standards
4. Designated common planning time for Professional Learning Communities
5. Standards-based benchmarks for monitoring student growth and achievement 3 times per year
6. Quarterly mini-assessments based on standards that have been taught
7. Monthly data chat with Academic Coach
8. Use of research based programs and support materials
8. Horizontal alignment across grade levels

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

An ongoing increase of teachers' knowledge and understanding of the standards and the level of rigor required for FSA will result in the development of a fluid standards-based pacing guide. Teachers can continue making adjustments to their instruction and pacing guide while participating in their Professional Learning Community and Data Chats with Academic Coach. Teachers will use standards-based benchmarks to monitor student growth and achievement. Ongoing horizontal alignment of instruction will allow for continuous growth and improvement across grade levels.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Based on 2021 statewide assessments in reading, math, science and Civics, students in our ELL and SWD subgroups scored significantly below their peers. Students in the subgroups dropped _____ in ELA learning gains for SWD, _____ in Math learning gains for ELL students, and _____ in Science for SWD when compared to 2019 student performance.

Measurable Outcome: 50% of the SWD subgroup will make learning gains on the ELA portion of FSA. 50% of the ELL subgroup will make learning gains on the Math portion of FSA.

Professional Learning Community Standards-based instruction
Curriculum planning and alignment
Continuous monitoring of student growth and achievement

Monitoring: Benchmarks for progress monitoring
Data chats with academic coaches
Response to Intervention Support
Implementation of ELL strategies and support

Person responsible for monitoring outcome: Sheryl Mosley (smosley@hardee.k12.fl.us)

Evidence-based Strategy: -Provide training for all instructional staff in the areas of ELL and SWD while providing research based instructional materials and teaching strategies.
-Plan for Rtl instructional time outside of Tier 1 instruction for Tier 2 and Tier 3 students.
-Implementation of Read 180 and System 44 for Tier 3 students in the area of Reading

Rationale for Evidence-based Strategy: By providing additional targeted support through research based resources, instructional programs, and staff training student learning gains in Math and ELA will increase. These resources and programs include Rosetta Stone, ELL and Migrant paraprofessionals, site based ELL/Migrant based student services, Read 180/System 44 and iReady.

Action Steps to Implement

1. Staff members will participate in ELL training with suggestions for classroom strategies and resources.
2. Rosetta Stone for English Language acquisition
3. IReady Diagnostic for progress monitoring and interventions in math and ELA
4. Response to Intervention-40 additional minutes of targeted instruction for Tier 2 ELA students
5. Response to intervention-40 additional minutes of targeted instruction for Tier 3 Math students
6. ELL after school instruction and support
7. Site based ELL/Migrant paraprofessionals
8. Daily phonics, vocabulary, and comprehension support through the use of Read 180 and System 44 for Tier 3 ELA students

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

#2. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Hardee Junior High was ranked as #141 on the Florida School Safety Dashboard. There were 1.78 incidents per 100 students. Based on this data the primary area of concern is fighting among students. To monitor this concern school rules and consequences are reinforced consistently. Additionally students involved in fighting incidents meet with their school counselors and receive punishments based on the District Code of Conduct. To promote positive behavior a school wide incentive program has been established. Students earn tickets and prizes for good behavior and attendance. Hardee Junior High also has the Check and Connect data driven intervention program that targets Tier 2 student with academic, behavior, and truancy concerns. This year the goal is reduce the number of days students are absent or miss instruction due to ISS or OSS.

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.

To promote positive behavior a school wide incentive program has been established. Students earn tickets and prizes for good behavior and attendance. Parents are encouraged to play an active role in their child's educational experiences at HJH. Four parent nights are scheduled for the year. These events are planned to bring families, students, and educators together to establish positive communications, build relationships, and extend parent/student knowledge of school wide expectations.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students - clubs and organizations provide opportunities for students to support the community through service projects

Faculty - act as a role model and mentor for students by demonstrating good character traits

Parents - provide a positive and interactive home and school connection

Business Partners - support school projects and events

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00