

Hardee County Schools

Hardee Senior High School



2022-23 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: 9/14/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Senior High School

830 ALTMAN RD, Wauchula, FL 33873

www.hardee.k12.fl.us/high_school

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Core Values:

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

Provide the school's vision statement.

Hardee District Schools Vision Statement: Empower and inspire all students for success

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pohl, Tammy	Principal	
Culverhouse, Heather	Assistant Principal	
Olds, Tameka	Instructional Coach	
Hinerman, Brittany	Instructional Coach	
Stowers, Randy	Assistant Principal	
Hays, Ashleigh	Instructional Coach	

Demographic Information

Principal start date

Wednesday 9/14/2022, Tammy Pohl

Number of teachers with a 2022 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 2022 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.*

4

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,406

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	393	370	356	287	1406
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	6	4	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	35	50	53	15	153
Course failure in Math	0	0	0	0	0	0	0	0	0	38	45	42	12	137
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	16	2	4	16	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	3	9	4	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	28	25	30	28	111
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	12	8	8	9	37

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	38
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

Wednesday 9/14/2022

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	397	358	364	274	1393
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	50	54	30	177
One or more suspensions	0	0	0	0	0	0	0	0	0	9	8	6	2	25
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	30	26	0	0	56
Level 1 on 2019 statewide FSA Math assessment	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	30	26	32	28	116

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	32	25	36	28	121

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	43	2	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	397	358	364	274	1393
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	50	54	30	177
One or more suspensions	0	0	0	0	0	0	0	0	0	9	8	6	2	25
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	30	26	0	0	56
Level 1 on 2019 statewide FSA Math assessment	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	30	26	32	28	116

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	32	25	36	28	121

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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	43	2	45
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	44%	51%				43%	43%	56%
ELA Learning Gains	50%						46%	46%	51%
ELA Lowest 25th Percentile	33%						43%	43%	42%
Math Achievement	30%	34%	38%				47%	47%	51%
Math Learning Gains	31%						42%	42%	48%
Math Lowest 25th Percentile	37%						48%	48%	45%
Science Achievement	63%	30%	40%				68%	68%	68%
Social Studies Achievement	68%	31%	48%				51%	51%	73%

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

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
2022					
2019	67%	67%	0%	67%	0%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	50%	0%	70%	-20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	53%	-13%	61%	-21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	53%	0%	57%	-4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	34	15	20	21	28	31	55		86	13
ELL	19	39	22	9	24	40	32	43		88	36
BLK	23	41	36	19	23		33	56		94	33
HSP	40	48	34	27	31	39	61	65		91	41
MUL										75	
WHT	59	55	28	42	36	41	75	81		87	62
FRL	37	46	32	23	27	33	57	62		90	43
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	20	30	23	15	21	25	17	21		88	7
ELL	21	34	33	16	16	20	32	43		76	37
BLK	19	30	33	18	6	13	27	64		92	17
HSP	36	42	32	23	14	21	52	55		93	38
MUL	27	27		20							
WHT	57	50	13	37	11	10	72	52		91	52
FRL	31	36	28	20	12	20	48	49		91	38
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	535

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Biology and social studies are a strength for HHS with Algebra/Geometry improving slowly. Our ELL and ESE subgroups are also areas of concern while continuing to grow our College and Career pathways. Our goal is to sustain our growth in the area of biology and social studies while strengthening the skill level in Algebra, ELL, ESE, and College and Career.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

1. Algebra currently at a pass rate of 21% and Geometry at 39%, overall 30% average which was an improvement from 2021-22. There is still a need for significant improvement.
2. College and Career at 47% which we can work to improve.
3. ELL student population fell below the 20th percentile in all areas. Improvement is needed.
4. ESE student population was in the 20th percentile in all areas. This would be an area of improvement

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

In reviewing the FSA data, the math team determined that the inconsistent use of consistent curriculum did not serve the needs of their students. A change in curriculum and teaching strategies have now been made and all teachers use the same curriculum. Benchmarks have been structured to be

given every 2 weeks so that data can be monitored very closely. It is necessary to make a positive impact on student success. Teachers will use a curriculum that provides a better understanding of Algebra concepts and incorporate interactive and engaging activities. Classroom observations and recommendations will be made throughout this process.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Biology at 63% and Social Studies at 68%
Algebra/ Geometry exhibited growth but still fell under the state percentage.

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

Weekly team meetings; close connections with department members; close planning and preparation each week; communication; ongoing progress monitoring; spiraling of skills; remediation through content areas; ongoing remediation of skills

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

Ongoing professional development and modeling by instructional coach; monitoring of the use of the curriculum; progress monitoring using benchmark data; open communication with the instructional staff; change in instructional schedule from block scheduling to seven periods of consistent instruction daily. Each class period being 52 minutes in length, teaching bell to bell.

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.

Weekly checks with academic coaches; observing in classrooms if needed to obtain other instructional practices; data chats with teams as well as students; provide instructional growth and practices with teachers through small group trainings

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

Ongoing progress monitoring; sharing of data in weekly/biweekly meetings of departments; share "what is working" in department meetings; communication; after school programs for both enrichment and remediation; consistent use of state adopted curriculum; ongoing professional development

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Algebra currently at a pass rate of 21% and Geometry at 39%, overall 30% average which was an improvement from 2021-22. There is still a need for significant improvement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In looking forward, we will increase our overall passing percentages from 30% to 50%+ for the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring data; mini assessments; professional development; consistent use of the state adopted curriculum in all math classrooms; grades

Person responsible for monitoring outcome:

Heather Culverhouse (hculverhouse@hardee.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Concrete and visual representation along with the following instructional design for teaching:
 Begin a lesson with a short review of previous learning.
 • Present new material in small steps with student practice after each step.
 • Ask a large number of questions and check the responses of all students.
 • Provide models.
 • Guide student practice.
 • Check for student understanding.
 • Obtain a high success rate.
 • Provide scaffolds for difficult tasks.
 • Require and monitor independent practice.
 • Engage students in weekly and monthly review.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This model allows for "checks for understanding" built into the instructional design.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current percentage is 47% which falls below the state indicator.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Hardee Senior High will increase proficiency of College and Career Preparation from 47% to 55%+ in the 2022-2023 school year.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

classroom walk throughs; professional development; progress monitoring; data chats with teachers to check for understanding

Person responsible for monitoring outcome:

Tammy Pohl (tpohl@hardee.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Provide students with a high level of instructional patterns. Incorporating social and emotional learning. Set goals and expectations for college and career readiness. Develop pathways and supports for college and career preparation. Evaluate outcomes and measures for college and career success through progress monitoring of data.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strategies focus specifically on the needs of the students at Hardee Senior High. It is necessary to provide all in collaboration with parents, teachers, and students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELL data indicated that HHS students fell at the 20th percentile or below in most academic areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Hardee Senior High ELL students will increase the overall academic performance in all subject areas to 45% or higher in the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

progress monitoring; class walkthroughs; student "lunch and learn" opportunities; grade; after school opportunities

Person responsible for monitoring outcome:

Randy Stowers (rastowers@hardee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Present new material in small steps with student practice after each step.

- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The guided student approach for instructional practices is critical for ELL students. Ensuring that they are acquiring the knowledge base of what is being taught is critical in obtaining mastery.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities at HHS scored in the 20th percentile which is below the state percentile.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with disabilities will increase their academic proficiency from the 20th percentile to the 40th percentile with the research based strategies listed for checking for understanding and proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

classroom walkthroughs; progress monitoring; Iready data; grades; professional development

Person responsible for monitoring outcome:

Tammy Pohl (tpohl@hardee.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Present new material in small steps with student practice after each step.

- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The instructional strategies used to teach/monitor progress is critical to all students. Independent practice being monitored will result in knowing if the students is reaching proficiency of the subject matter.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our focus areas at Hardee Senior High School are as follow:

- Create meaningful parent involvement.
- Celebrate personal achievement and good behavior.
- Establish school norms that build values.
- Set consistent discipline.
- Model the behaviors you want to see in your school.
- Engage students in ways that benefit them.
- Incorporate school spirit in all areas of your school.

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

Our School Advisory Council is composed of teachers, students, parents, and community stakeholders. Positive school cultures feel energetic and upbeat. They include teachers and students who work well together, strive to achieve common goals, and share strong community bonds.

We welcome district approved volunteers and guest speakers into Hardee Senior High. A positive approach builds for positive attitudes.

We have also incorporated the Capturing Kids' Hearts program into our structured day. Teachers, students, and families are enjoying this positive piece in the educational environment.