2013-2014 SCHOOL IMPROVEMENT PLAN

Hardee Senior High School

830 ALTMAN RD
Wauchula, FL 33873
863-773-3181
www.hardee.k12.fl.us/high_school

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	73%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	64%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Hardee Senior High School

Principal
Michele Polk

School Advisory Council chair
Gina Neuhofer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michele Polk	Principal
Mary Farr	Assistant Principal
Todd Durden	Assistant Principal
Susan Barton	Math/Science Coach
Martha Shiver	Reading Coach
David Valletutti	English Team Leader
Filomena Atchley	Special Areas Team Leader
Rob Beatty	Science Team Leader
Melody Klobuchar	Math Team Leader
Brian Kennedy	Social Studies Team Leader
Nona Dasher	ESE Team Leader
Tony Hingle	CTE Team Leader
Julie Guzman	Reading Team Leader

District-Level Information

District
Hardee

Superintendent
Mr. David D Durastanti

Date of school board approval of SIP
10/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the Hardee High School Advisory Council is reflective of the demographics of the student body. Parents and students constitute the majority of the membership seats (more than 50%)

with the remaining seats filled by employees of the Hardee County School Board, including the school Principal and Assistant Principal for Curriculum. SAC officers are elected at the first meeting of each school year and include a Chairperson, Vice-Chairperson and Secretary.

Involvement of the SAC in the development of the SIP

The administration seeks input from the School Advisory Council at quarterly meetings held throughout the school year. The School Advisory Council formally reviews the School Improvement Plan each year and conducts a formal vote to approve the plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Hardee Senior High School. Listed below are some of the functions of the SAC:
• Meet quarterly to discuss progress of the SIP & school-wide initiatives
• Assist the school to create and analyze parent and student surveys
• Reach out to community to obtain more partners
• Assist/support the school in increasing the level of parental involvement
• Provide input regarding school needs, priorities, use of resources, & analysis of available school data

Projected use of school improvement funds, including the amount allocated to each project

Currently our guidelines list the following as approved options for the expenditure of this money:
• Maintenance of golf carts
• Staff Training (consultants, teacher travel & research expenses, materials for training activities, etc.)
• Assessment tools for monitoring student progress
• Student incentives for achievement
• Stipends for after hours work in curriculum mapping, preparation for delivering training, planning activities, monitoring credit recovery & after-school remediation
• Repair & replacement of radio equipment
• Video security equipment & maintenance
• Campus landscaping & maintenance
• Books, materials & associated costs for school-wide Read Aloud activities
• Upgrade/renovation to school facility
• Technology
*The SAC may make adjustments to the above list as needed throughout the school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michele Polk		
Principal	Years as Administrator: 13	Years at Current School: 4

Credentials	B.A. Mathematics Education, M.A. Educational Leadership, Ed.D. Educational Leadership
Performance Record	Prior to her assignment to HHS, Dr. Polk served for 6 years as the principal of Wauchula Elementary School. During her tenure there the percentage of students meeting AYP benchmarks increased steadily over time for all subgroups in both math & reading. Particularly noteworthy were the growth trends for the at-risk subgroups of Hispanic, economically disadvantaged, & SWD. Student performance on FCAT has risen during her four years as principal at HHS – especially those students identified in the bottom quartile for reading and math. Last year was a monumental year at HHS for it was the first time ever earning the bonus points for having a minimum passing rate of 50% for FCAT retake students. Additionally, there is marked improvement in the data for student attendance and discipline.

Mary Farr		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	B.S. Elementary Education, M.A. Educational Leadership
Performance Record	Prior to her assignment to HHS, Mrs. Farr served as the District AYP Facilitator for three years. Over the course of those years she assisted in the implementation of district benchmark testing & provided staff development to seven district schools- 4 of which were classified as SINI schools. In 2008-2009 three of those schools achieved AYP. Student performance on FCAT has risen during her four years as an assistant principal at HHS – especially those students identified in the bottom quartile for reading and math. Last year was a monumental year at HHS for it was the first time ever earning the bonus points for having a minimum passing rate of 50% for FCAT retake students. Additionally, there is marked improvement in the data for student attendance and discipline.

Todd Durden		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	M.A. Educational Leadership	
Performance Record	During the 2008-2009 school year, Mr. Durden began his assignment as Assistant Principal at HHS. Prior to that time Mr. Durden served as Dean of Students. In the position as Dean, his role with student achievement was primarily to reduce classroom & school disruptions to help create an environment conducive to learning. Student performance on FCAT has risen during his years as an assistant principal at HHS – especially those students identified in the bottom quartile for reading and math. Last year was a monumental year at HHS for it was the first time ever earning the bonus points for having a minimum passing rate of 50% for FCAT retake students. Additionally, there is marked improvement in the data for student attendance and discipline.	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Barton		
Full-time / District-based	Years as Coach: 4	Years at Current School: 14
Areas	Mathematics, Science	
Credentials	Highest degree held: Masters Certification: National Board Certification, Biology 6-12, Chemistry 6-12	
Performance Record	Prior to her assignment as the science coach at HHS, Mrs. Barton served as a science teacher for 10th, 11th, & 12th graders. Over the years she has been an active participant in numerous science summer institutes – bringing back her knowledge to share with other staff members. Mrs. Barton worked closely with our science & math teachers over the years through modeling and professional development. Through her support we have seen the utilization of hands-on labs in science classrooms greatly increased. Additionally, student performance on the Algebra 1, Geometry, & Biology EOCs has increased.	

Martha Shiver		
Full-time / District-based	Years as Coach: 6	Years at Current School: 10

Areas	Reading/Literacy
Credentials	Highest degree held: Masters in Education - Reading L-12 Certification: Elem. Ed. (1-6), Reading Endorsed, ESOL Endorsed
Performance Record	Prior to her assignment as the reading/literacy coach at HHS, Mrs. Shiver served as a reading remediation teacher for 10th, 11th, & 12th graders. Over the course of 6 years, she participated in the development of the HHS reading program & facilitated its growth. For the past few year, Mrs. Shiver worked closely with our teachers in the area of reading, both through modeling and professional development. Last year HHS had some the best results on FCAT Reading in our history. The % of our students meeting high standards in reading was up by 7 percentage points and students making learning gains on the FCAT Reading was at an all time high of 64%.

Classroom Teachers

# of classroom teachers
68

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
97%

 # certified in-field
65, 96%

 # ESOL endorsed
62, 91%

 # reading endorsed
8, 12%

 # with advanced degrees
31, 46%

 # National Board Certified
3, 4%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
12, 18%

 # with 6-14 years of experience
14, 21%

 # with 15 or more years of experience

39, 57%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

8

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Utilize Teach in Florida site for recruiting qualified personnel.
2. District's Great Beginnings Program for beginning teachers-
The school's literacy coach and math/science coach will collaborate with the district District Resource Teacher to identify & address individual needs of participants.
3. Recruit and train Advanced Placement teachers - using College Board scholarships for summer institutes and fall workshops

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

I. New Hires:
At HHS, each new hire to the school is assigned a staff member to provide support throughout the year. Each mentor is an experienced teacher that has taught at HHS and can provide knowledge and assistance in a variety of ways to those staff members new to the school. Mentors will meet throughout the year with new staff mentees to address items that helps them acclimate to the school (e.g. AV equipment checkout, posting grades). A checklist has been created that covers various issues throughout the year by both month & grading periods.
Mentee ~ Mentor:
Tammy Jones ~ Julie Guzman
Tabita Grosu ~ Amy Rutledge
Micah Myers ~ Anita Reyna
Tracy Napier ~ Elaine Pearce
Jean Norris ~ Tess Durden
Elizabeth Juarez ~ Filomena Atchley
Brandy Byrd ~ Doris Ware
II. Beginning Teachers:
Mentors have many years of successful teaching experience and have served for multiple years in

the capacity of an instructional coach. Monthly Best Practices meetings are provided that address specifics areas of needs. There is ongoing collaboration throughout the year in order to adjust the support provided based upon the needs of the Mentee. Additionally, all beginning teachers participate in district Connections Program.
Mentee ~ Mentor:
Courtney Norris ~ Martha Shiver
Chad Douglas ~ Martha Shiver
Tabita Grosu ~ Susan Barton
Jean Norris ~ Susan Barton
Elizabeth Juarez ~ Martha Shiver
Brandy Byrd ~ Martha Shiver

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The implementation of Florida's Continuous Improvement Model has provided classroom teachers with a model for assessing and reviewing student achievement data. After progress monitoring assessments are administered, and results made available for review, our academic intervention coaches meet with teachers to conduct data chats and identify strategies for improvement in targeted areas or subgroups. This data review also serves as a 'talking point' for evaluating the effectiveness of both curriculum resources and the utilized teaching strategies. In addition, school wide literacy focus lessons (in the area of reading and writing) are provided weekly in an effort to target content areas deemed weak according to various sources of data. Furthermore, the master schedule has allowed us to provide content alike teachers daily common planning so to enable collaboration for the purpose of addressing the varying educational needs of our students. Ongoing workshops/coaching with teachers are being conducted to assist in the ongoing process of analysis and evaluation using our various data sources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Michele Polk – The principal provides oversight for the implementation of school based initiatives, ensuring the use of data-based decision making. She assesses the skill levels of school staff to determine professional development that will support ongoing school improvement.
Select General Education Teachers: Julie Guzman(Reading), Robert Beatty (Science), Brian Kennedy (Social Studies), David Valletutti (English/Writing), Lt. Col. Anthony Hingle (Career and Technical Education), and Filomena Atchley (Special Areas). These teachers serve on the LLT and provide information about core instruction, participate in the collection & analysis of data, and collaborate with department team members to implement school based initiatives.
Exceptional Student Education (ESE) Teacher: Nona Dasher (ESE Staffing Specialist/MTSS Coordinator) - Serves on the LLT and provides information about core instruction, participate in the collection & analysis of data, and collaborate with department team members to implement school based initiatives.
Instructional Coaches Martha Shiver (Reading/Writing) & Susan Barton (Math/Science) – The coaches participate in the design and delivery of professional development and provide support for assessment and implementation monitoring; Assists in identifying students needs & analyzes existing literature on scientific based curriculum/behavior assessment & intervention approaches.
Assistant Principal: Mary Farr (Curriculum) – The assistant principal for curriculum provides expertise on issues ranging from program design to assessment & interventions to support school based initiatives.

Assistant Principal: Todd Durden (Discipline) – The assistant principal for discipline provides expertise on issues relating to behavior incentives & interventions that support school based initiatives.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Literacy Leadership Team (LLT) will meet monthly throughout the year to assess, develop, & maintain a problem-solving system that best meets the needs of our students, teachers, & school. Monthly meetings will involve analyzing student data and instructional practices for supporting ongoing school improvement through various initiatives. Based on team discussions, professional development needs and resources will be determined. The team will also facilitate the process of building consensus among all stakeholders.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Hardee Senior High utilizes the district-wide data management system, Performance Matters, to store the various pieces of data used to make instructional decisions. The Progress Monitoring & Reporting Network (PMRN), is another valuable tool for monitoring student performance data.
FOCUS, the new district-wide data management system, is used to summarize and analyze behavior and attendance data.
Progress Monitoring Tools: District Benchmark Assessments in reading, math, science and writing, and Florida assessments for Instruction in Reading (FAIR)
Baseline Data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District
Benchmark Assessment
Midyear: Florida Assessments for Instruction in Reading (FAIR), District Benchmark Assessment

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development is provided throughout the year through built in staff development days - both full days and early release days. The district's PBS Coach (Angela Spornraft) is also available for additional assistance in the development of PBS program appropriate for the needs of HHS students. With the implementation of common planning, additional MTSS training can be adjusted to meet the varying needs of the instructional departments. Furthermore, the Leadership Team evaluates staff professional development needs throughout the year and adjusts accordingly.
One initiative of the Literacy Leadership Team (LLT) is to continue supporting the school-wide implementation of MTSS. Within the realm of initiatives, increasing parent involvement with additional opportunities for parents to stay informed and become more involved in his/her child's education. The monitoring of our academically 'at risk' students, as well as attendance and discipline rates will continue to be addressed through various RtI/PBS incentives. Additionally, the MTSS team will report current RtI data to the LLT at its regularly scheduled meetings. This will allow both the MTSS and LLT teams to collaborate on ways to support the goals and initiatives of MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 720

A "Boot Camp" will run 2 times a week for the six weeks leading up to the state assessment period for the following: FCAT Reading 9th & 10th, Algebra, Biology, & Geometry. Targeted 'at risk' students will be invited to the reading boot camps, with an open enrollment policy for willing participants for the the math and science ones.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring data will be disaggregated and analyzed in order to plan appropriate instruction based upon the needs of the students. Mini-assessments will incorporated into the 'boot camp' as a means of checking for student mastery along the way. Information from these assessments will then be used to adjust curriculum and instructional approaches.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal for curriculum will be responsible for organizing this program including student recruitment & attendance, curriculum resources, and appropriate instructors.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michele Polk	Principal
Mary Farr	Assistant Principal
Todd Durden	Assistant Principal
Susan Barton	Math/Science Coach
Martha Shiver	Reading Coach
David Valletutti	English Dept. Team Leader
Rob Beatty	Science Dept. Team Leader
Melody Klobuchar	Math Dept. Team Leader
Brian Kennedy	Social Studies Dept. Team Leader
Filomena Atchley	Special Areas Dept. Team Leader
Tony Hingle	CTE Dept. Team Leader
Julie Guzman	Reading Dept. Team Leader
Nona Dasher	ESE Dept. Team Leader

How the school-based LLT functions

The HHS Leadership Team meets monthly. Meetings are facilitated by the principal and meeting minutes are recorded by a designated team member. During leadership team meetings, team members review and discuss academic, attendance and discipline data and problem solve to remedy areas of concern.

General information regarding other aspects of the school and community are also addressed as needed. Following each leadership team meeting, meeting minutes are sent out via email to all team leaders who in turn facilitate department meetings where they present information, discuss issues, seek feedback and problem solve with department members.

Major initiatives of the LLT

One new initiative the Literacy Leadership Team (LLT) will be supporting this year is the implementation of AVID within the school site. The LLT will support the AVID site team's plan for the incorporation of strategies such as Cornell note-taking in all Social Studies courses and the school-wide emphasis on WICOR (writing, inquiry, collaboration, organization, & reading) strategies within the classroom. Another initiative is to continue supporting the school-wide implementation of MTSS. Within the realm of initiatives, increasing parent involvement with additional opportunities for parents to stay informed and become more involved in his/her child's education. The monitoring of our academically 'at risk' students, as well as attendance and discipline rates will continue to be addressed through various RtI/PBS incentives.

To support cross-content literacy instruction, the LLT will support/promote the implementation of a school-wide reading focus calendar and an emphasis on writing in response to reading across the content. Additionally, the school's instructional coaches will monitor and support teachers in all content areas. Each coach has been assigned specific content areas upon which to focus their support in ensuring school-wide implementation of the reading focus calendar. Support for teachers will be provided through the implementation of the coaching cycle.

The LLT will continue its effort to promote school-wide evidence based instructional practices within the classroom through continued professional development. PD focus will include, but not be limited to, WICOR strategies, Cornell note-taking, Webb's DOK and Kagan's collaborative structures.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will participate in ongoing professional development activities through workshops in order to increase knowledge and application of research-based reading strategies.
-WICOR Strategies
-Interactive Notebooks
-Cornell Notes
-Gradual Release Model
-Higher Order Questioning
-Effective Lesson Planning
-Webb's Depth of Knowledge
-Lesson Study
-Coaching Cycle
-Kagan Collaborative Structures
-Writing in Response to Reading
-Utilization of Rubrics within the Classroom
All teachers will participate in enhancing vocabulary by utilizing word walls, word mapping, column notes and context clues in all content areas. Interactive notebooks will be a focus for Science & Math teachers, with Social Studies teachers making Cornell notes a requirement for their classes.
To ensure the implementation of reading strategies, lesson plan documentation and administrative classroom walk through will be conducted.
The Literacy Coach will provide to all teachers relevant websites and other resources relating to reading strategies and effective instruction.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers a variety of student elective courses in art, music, and career/technical education that provides support in preparation for the work force. Additionally, the school will be implementing the third phase of the STEM Academy for Animal Biotechnology in the 2013-2014 school year. This program is designed to provide students an opportunity to see the relationship between agriculture, science, and the employment opportunities available relating to these fields. Students are also able to take a new course titled Vet Assistant I that allows students to explore the field of veterinary medicine.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

For the 2013-2014 school year, guidance counselors will meet with each of their assigned students for a minimum of one time per year and as needed thereafter. During the course of this conference, counselors will address the following:
• Graduation requirements
• Course of studies
• College and/or vocation planning
- Testing requirements
- Prerequisites
- Options available
• Scholarship opportunities (where applicable)
• Credit Recovery (where applicable)
• Variety of opportunities to participate in sports (both boys & girls)
• Alternative classrooms (Dual Enrollment, Virtual School, etc.)
Documentation of each student conference will be kept on file in the guidance department. The Assistant Principal for Curriculum will provide oversight of the Guidance Department and counselor documentation.
Additionally, counselors will conduct mini-inservices for students that address the various topics related to their specific grade level (i.e. AP –vs-DE, Applying to college, GPA requirements, graduation requirements, choosing a college).
A counselor will also be available each day during lunches to answer students questions regarding financial aid, scholarships, college planning, or career exploration.
The school's Occupational Specialist will assist CTE teachers in ensuring students are informed of the various vocational and career programs available at Hardee Senior High School, as well as organizing a career/college day for students on campus.

Strategies for improving student readiness for the public postsecondary level

Hardee Senior High School provides an array of support initiatives with the purpose of successfully transitioning students into the postsecondary educational level. Some specific endeavors undertaken include the following:
1. In collaboration with the local community college (SFSC), many programs have been introduced that support and foster the development of skills needed for students to succeed outside the high school setting. Such programs include:
o BRIDGE (SFSC)
o College Reach Out Program (CROP)
o Panther Youth Partners
o Hardee Senior High School Career Day
o Dual Enrollment (DE) Program
2. Vocational Rehab is an available resource for our students with disabilities and serves as a bridge

between high school and SFSC.
3. The school will continue its effort to develop vocational certification programs that will benefit participating students in pursuit of their career interests.
4. Seniors are provided support through College Readiness courses for English, Writing, & Math based upon their previous year's PERT scores.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	47%	No	56%
American Indian				
Asian	47%	33%	No	52%
Black/African American	34%	38%	Yes	41%
Hispanic	46%	39%	No	51%
White	60%	61%	Yes	64%
English language learners	25%	11%	No	33%
Students with disabilities	25%	22%	No	33%
Economically disadvantaged	45%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	24%	26%
Students scoring at or above Achievement Level 4	154	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	434	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	42%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		15%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		64%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	125	39%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	51%	Yes	55%
American Indian				
Asian		58%		
Black/African American		38%		
Hispanic	49%	48%	No	54%
White	50%	57%	Yes	55%
English language learners		42%		
Students with disabilities	33%	25%	No	39%
Economically disadvantaged	50%	47%	No	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	441	65%	71%
Students in lowest 25% making learning gains (EOC)		65%	71%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		52%	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	30%
Students scoring at or above Achievement Level 4	12	3%	5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	33%	36%
Students scoring at or above Achievement Level 4	84	30%	33%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	41%	45%
Students scoring at or above Achievement Level 4	63	16%	18%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	20		25
Participation in STEM-related experiences provided for students	471	43%	48%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	102	8%	10%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	2%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	3%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	0	0%	4%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	4%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	791	61%	67%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	1%
Students taking CTE industry certification exams	237	77%	85%
Passing rate (%) for students who take CTE industry certification exams		70%	77%
CTE program concentrators	92	7%	9%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	111	32%	29%
Students with grade point average less than 2.0	103	29%	26%
Students who fail to progress on-time to tenth grade	72	21%	19%
Students who receive two or more behavior referrals	405	31%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	139	11%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	61	4%	3%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	199	65%	72%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	40	39%	43%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	230	75%	80%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent attendance at school events, parent volunteerism, and parent's knowledge of their student's progress toward graduation. The following activities are geared at overcoming some identified barriers:
• Extend availability for parents to access student data (i.e. computer access at various school events)
• District call out system, postings on website, written and verbal translations and translators (Spanish, Creole, and sign language)
• Provide a minimum of one evening parent event per quarter

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading/writing strategies.

Goals Detail

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading/writing strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - High School

- Science - Biology 1 EOC

- STEM - High School

- CTE

Resources Available to Support the Goal

- USA Test Prep, Science World magazine, Academic Coaches, Performance Matters (data warehouse), AVID trained staff members, Heartland AVID Coach, Literacy Coach, Math/Science Coach, Classroom Walk-through data, Incorporation of student developed interactive notebooks

Targeted Barriers to Achieving the Goal

- Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts.

Plan to Monitor Progress Toward the Goal

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data

Person or Persons Responsible
Administration; Instructional Coaches

Target Dates or Schedule:
Weekly review of lesson plans; PLC agendas & notes; staff development records; Weekly classroom walk-throughs; Benchmark Assessments 3 times during the year

Evidence of Completion:
Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading/writing strategies.

G1.B1 Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts.

G1.B1.S2 Teachers will participate in professional development focused on the incorporation of WICOR strategies into classroom instruction and the use of student developed interactive notebooks.

Action Step 1

Staff will be trained on WICOR Strategies, interactive notebooks, engaging lesson development & writing in response to content area reading during pre-school training days - with follow up support throughout the school year through PLCs and training days.

Person or Persons Responsible

Heartland Consortium AVID Coach, Instructional Coaches, Administration

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Classroom walk-through data Lesson Plans Benchmark Data FCAT/EOC Data

Facilitator:

Instructional Coaches, Heartland AVID Coach, & Administration

Participants:

School-Wide

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data

Person or Persons Responsible

Administration, Instructional Coaches, Heartland AVID Coach

Target Dates or Schedule

Weekly review of lesson plans; PLC agendas & notes; staff development records; Weekly classroom walk-throughs

Evidence of Completion

Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

Plan to Monitor Effectiveness of G1.B1.S2

Coaching Cycle with Observational Support; Monitoring of Lesson Plans; Review of student generated work; Data analysis of benchmark data; Instructional adjustments as needed

Person or Persons Responsible

Administration; Instructional Coaches

Target Dates or Schedule

Weekly review of lesson plans; PLC agendas & notes; staff development records; Weekly classroom walk-throughs; Benchmark Assessments 3 times during the year

Evidence of Completion

Review of lesson plans; samples of student interactive notebooks ; student generated work; classroom walk-through data; Benchmark data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Budgetary resources from the various federal, state and local funds will be allocated within the guidelines of each program and based upon the needs of the students and school. Priority will be given to supporting the school in its attainment of the goal(s) outlined within the School Improvement Plan.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase students' ability to comprehend complex texts across the content areas through the utilization of effective reading/writing strategies.

G1.B1 Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text, as well as the incorporation of writing in response to content related texts.

G1.B1.S2 Teachers will participate in professional development focused on the incorporation of WICOR strategies into classroom instruction and the use of student developed interactive notebooks.

PD Opportunity 1

Staff will be trained on WICOR Strategies, interactive notebooks, engaging lesson development & writing in response to content area reading during pre-school training days - with follow up support throughout the school year through PLCs and training days.

Facilitator

Instructional Coaches, Heartland AVID Coach, & Administration

Participants

School-Wide

Target Dates or Schedule

August 2013 - ongoing

Evidence of Completion

Classroom walk-through data Lesson Plans Benchmark Data FCAT/EOC Data