

Hardee County Schools

# Hardee Junior High School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

[www.hardee.k12.fl.us/junior\\_high](http://www.hardee.k12.fl.us/junior_high)

## Demographics

**Principal: Sheryl Mosley**

Start Date for this Principal: 9/15/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (41%) 2015-16: D (40%) 2014-15: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Hardee County School Board on 10/22/2019.

### SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	75%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Hardee 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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mosley, Sheryl	Principal	
Stagg, Suzanne	Assistant Principal	
White, Tracey	Assistant Principal	
DeAnda, Lisa	Instructional Coach	
Kouns, Sherri	Instructional Coach	
Shepard, Michelle	Instructional Coach	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	427	407	388	0	0	0	0	1222	
Attendance below 90 percent	0	0	0	0	0	0	15	15	15	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	0	8	7	7	0	0	0	0	22	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	114	135	141	0	0	0	0	390	

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

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

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

**FTE units allocated to school (total number of teacher units)****Date this data was collected or last updated**

Wednesday 10/9/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	

**Part II: Needs Assessment/Analysis**



**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	45%	54%	36%	36%	52%
ELA Learning Gains	47%	47%	54%	39%	39%	54%
ELA Lowest 25th Percentile	44%	44%	47%	27%	27%	44%
Math Achievement	56%	56%	58%	45%	45%	56%
Math Learning Gains	55%	55%	57%	52%	52%	57%
Math Lowest 25th Percentile	44%	44%	51%	44%	44%	50%
Science Achievement	37%	37%	51%	34%	34%	50%
Social Studies Achievement	61%	61%	72%	37%	37%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	427 (0)	407 (0)	388 (0)	1222 (0)
Attendance below 90 percent	15 (0)	15 (0)	15 (0)	45 (0)
One or more suspensions	8 (0)	7 (0)	7 (0)	22 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	114 (0)	135 (0)	141 (0)	390 (0)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	47%	0%	54%	-7%
	2018	42%	42%	0%	52%	-10%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	38%	38%	0%	52%	-14%
	2018	39%	38%	1%	51%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
08	2019	49%	48%	1%	56%	-7%
	2018	44%	44%	0%	58%	-14%
Same Grade Comparison		5%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	44%	0%	55%	-11%
	2018	46%	45%	1%	52%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	59%	59%	0%	54%	5%
	2018	47%	47%	0%	54%	-7%
Same Grade Comparison		12%				
Cohort Comparison		13%				
08	2019	55%	53%	2%	46%	9%
	2018	40%	40%	0%	45%	-5%
Same Grade Comparison		15%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	37%	36%	1%	48%	-11%
	2018	41%	41%	0%	50%	-9%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	59%	1%	71%	-11%
2018	49%	48%	1%	71%	-22%
Compare		11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	53%	46%	61%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	69%	30%	62%	37%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	38	33	25	45	47	15	36			
ELL	24	41	46	36	33	30	20	44			
ASN	30	40		60	50						
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		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	15	14	12	32	33	3	18			
ELL	3	18	15	15	38	44		6			
BLK	23	33	36	33	53	50	25	33			
HSP	30	35	24	42	50	41	27	35	51		
MUL	48	46		44	56		50				
WHT	50	47	31	53	57	51	48	43	59		
FRL	29	35	26	39	48	40	29	31	53		

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	10
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	45
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
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	43
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	60
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

The data component that performed the lowest was eighth grade Science. Based on 2018-2019 school data, student achievement within eighth grade Science decreased by 6% based on 2018-2019 data reports. Based on the data report it is difficult at this time to determine if this is a trend in data. Contributing factors to last year's low performance include lack of curriculum planning and professional learning communities among teachers. Lack of standards aligned curriculum and data driven instruction.

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

The data component showing the greatest decline from the prior year is in the area of ELA learning gains. In the 2018 school year student performance in ELA was 54% which declined to 47% ELA for the 2019 school year. School data indicates a 7% decline for ELA learning gains. Possible contributing factors include lack of small group targeted instruction, authentic tier 2/tier 3 services and curriculum aligned to Florida Standards.

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

The data component that had the greatest gap when compared to state average was eighth grade Science. According to 2019 student performance in Science was a 37% and the state average was 51%. Based on school data Science was 14% below the state average. Contributing factors to last year's low performance include lack of curriculum planning and professional learning communities among teachers. Curriculum not aligned to standards and benchmark data not used to drive instruction.

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

The data component that showed the most improvement was Civics, indicating a 11% overall increase from the 2018 school year. Prior school data from the 2018 school year indicates a 12% increase from the 2017 school year. Student growth and achievement in the area of Civics continues to be on an upward trend. New actions for the 2019 school year in the area of Civics 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

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

Based on 2018-2019 school data, student achievement within eighth grade Science decreased by 6%.

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

1. Science Grade 8-Student Growth and Achievement
2. ELA Learning Gains
3. Math Student Growth and Achievement
4. ELL and Migrant Student Growth and Achievement
5. ESE Student Growth and Achievement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Student Performance on the Science EOC Assessment
<b>Rationale</b>	Student performance on the Grade 8 Science EOC Assessment continues to fall well below the state average. Based on last year's 2019 school data, Grade 8 Science is 14% below the state average.
<b>State the measurable outcome the school plans to achieve</b>	50% of eighth grade students taking NGSS 2.0 EOC exam will score a level 3 or higher.
<b>Person responsible for monitoring outcome</b>	Michelle Shepard (mshepard@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Development of a standards based curriculum pacing guide and standards based benchmarks for progress monitoring of student growth and achievement.
<b>Rationale for Evidence-based Strategy</b>	If we increase teacher's knowledge and understanding of the standards and the level of rigor required for the EOC then they will be able to develop 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.
Action Step	
<b>Description</b>	<p>To address student performance on the Science EOC, HJH will implement the following initiatives:</p> <ol style="list-style-type: none"> <li>1. Science Curriculum &amp; Best Practices professional development with Academic Coach.</li> <li>2. Develop a curriculum pacing guide aligned to standards.</li> <li>3. Ongoing alignment of instructional materials and curriculum pacing guide to standards.</li> <li>4. Designated common planning time for Professional Learning Communities</li> <li>5. Standards based benchmarks for monitoring student growth and achievement 3 times per year</li> <li>6. Monthly data chat with Academic Coach</li> <li>7. Use of USA Test Prep</li> </ol>
<b>Person Responsible</b>	Sheryl Mosley (smosley@hardee.k12.fl.us)

#2	
<b>Title</b>	Student Performance on the FSA ELA Assessment
<b>Rationale</b>	Although student performance on the FSA ELA Assessment increased by 2%, there is still a need for student growth and achievement. 2019 school data indicates the students are performing 9% below the state average and ELA learning gains declined by 7% overall.
<b>State the measurable outcome the school plans to achieve</b>	54% of students taking the FSA ELA Assessment will make a learning gain.
<b>Person responsible for monitoring outcome</b>	Sherri Kouns (skouns@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Development of a standards based curriculum pacing guide and standards based benchmarks for progress monitoring of student growth and achievement.
<b>Rationale for Evidence-based Strategy</b>	If we increase teachers' knowledge and understanding of the standards and the level of rigor required for the FSA ELA assessment then they will be able to develop a fluid standards based curriculum pacing guide. Teachers can continue making adjustments to their instruction and pacing guide while participating in their Professional Learning Community and Data Chats with Literacy Coach. Teachers will use the district diagnostic to determine student growth and achievement.
<b>Action Step</b>	
<b>Description</b>	<p>To address student performance on the ELA FSA Assessment, HJH will implement the following initiatives:</p> <ol style="list-style-type: none"> <li>1. ELA Curriculum &amp; Best Practices professional development with Academic Coach.</li> <li>2. Develop a curriculum pacing guide aligned to Florida Standards.</li> <li>3. Ongoing alignment of instructional materials and curriculum pacing guide to Florida Standards.</li> <li>4. Designated common planning time for Professional Learning Communities</li> <li>5. Diagnostic benchmarks to monitor student progress</li> <li>6. Monthly data chat with Literacy Coach</li> <li>7. Small group targeted instruction</li> <li>8. Monthly Cold Reads for progress monitoring</li> <li>9. Weekly I-Ready usage time of 45+ minutes</li> <li>10. Tier 2 Instructional ELA Block with research based instruction</li> <li>11. Tier 3 Reading Intervention class with research based instruction</li> <li>12. Problem Solving Team meetings to determine additional supports for struggling students.</li> <li>13. After-school program</li> <li>14. Updated School Reading Plan and Assessment Decision Tree</li> </ol>
<b>Person Responsible</b>	Sheryl Mosley (smosley@hardee.k12.fl.us)



#3	
<b>Title</b>	Student Performance on the FSA Math Assessment
<b>Rationale</b>	Although student performance on the FSA Math Assessment increased by 8%, there is still a need for student growth and achievement. 2019 school data indicates the students are performing 2% below the state average despite a 6% increase from the 2018 school year. Students in the lowest quartile are 7% below the state average despite a 6% increase from the 2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	51% of students taking the FSA Math Assessment will make a level 3 or higher.
<b>Person responsible for monitoring outcome</b>	Michelle Shepard (mshepard@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Development of a standards based curriculum pacing guide and standards based mini-assessments for progress monitoring of student growth and achievement.
<b>Rationale for Evidence-based Strategy</b>	If we increase teachers' knowledge and understanding of the standards and the level of rigor required for the FSA Math assessment then they will be able to develop a fluid standards based curriculum 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 the district diagnostic to determine student growth and achievement.
Action Step	
<b>Description</b>	<p>To address student performance on the Math FSA Assessment, HJH will implement the following initiatives:</p> <ol style="list-style-type: none"> <li>1. Math Curriculum &amp; Best Practices professional development with Academic Coach.</li> <li>2. Develop a curriculum pacing guide aligned to Florida Standards.</li> <li>3. Ongoing alignment of instructional materials and curriculum pacing guide to Florida Standards.</li> <li>4. Designated common planning time for Professional Learning Communities</li> <li>5. I-Ready Diagnostic benchmarks to monitor student progress</li> <li>6. Monthly data chat with Math Coach</li> <li>7. Small group targeted instruction</li> <li>8. Standards based mini-assessments for progress monitoring through UNIFY</li> <li>9. Weekly I-Ready usage time of 45+ minutes</li> <li>10. Tier 3 Math Intensive Block with research based instruction</li> <li>11. Problem Solving Team meetings to determine additional supports for struggling students.</li> <li>13. After-school program</li> <li>14. New Reveal Curriculum and Training</li> </ol>
<b>Person Responsible</b>	Sheryl Mosley (smosley@hardee.k12.fl.us)

#4	
<b>Title</b>	Student Performance on the Civics EOC Assessment
<b>Rationale</b>	Although student performance on the Civics EOC assessment increased by 11% for the 2019 school year and 12% for the 2018 school year, there is still a need for growth. School data indicates that students are performing 11% below the state average.
<b>State the measurable outcome the school plans to achieve</b>	72% of students taking the Civics EOC will score a level 3 or higher.
<b>Person responsible for monitoring outcome</b>	Sherri Kouns (skouns@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Development of a standards based curriculum pacing guide and standards based benchmarks for progress monitoring of student growth and achievement. Standa
<b>Rationale for Evidence-based Strategy</b>	If we increase teacher's knowledge and understanding of the standards and the level of rigor required for the EOC then they will be able to develop 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.
Action Step	
<b>Description</b>	<p>To address student performance on the Civics EOC, HJH will implement the following initiatives:</p> <ol style="list-style-type: none"> <li>1. Civics Curriculum &amp; Best Practices professional development with Academic Coach.</li> <li>2. Develop a curriculum pacing guide aligned to standards.</li> <li>3. Ongoing alignment of instructional materials and curriculum pacing guide to standards.</li> <li>4. Designated common planning time for Professional Learning Communities</li> <li>5. Standards based benchmarks for monitoring student growth and achievement</li> <li>6. Monthly data chat with Academic Coach</li> <li>7. Standards based mini-assessment administered quarterly in order to monitor student proficiency levels</li> </ol>
<b>Person Responsible</b>	Sheryl Mosley (smosley@hardee.k12.fl.us)

#5	
<b>Title</b>	<p>Student Performance- Subgroups</p> <p>Based on 2019 statewide assessments in reading, math, science and Civics, students in our ELL and SWD subgroups scored significantly below their peers. Students in the subgroups fell 2% in ELA learning gains for SWD, 8% in Math learning gains for ELL students, and 5% in Science for SWD when compared to 2018 student performance. Overall, SWD and ELL students increased their performance on statewide assessments for the 2019 school year.</p>
<b>Rationale</b>	<p>2019 School Year ELL SWD</p> <p>ELA- 45% 24% 22% ELA LG- 47% 41% 38% Math- 56% 36% 25% Math LG- 55% 33% 45% Science- 37% 20% 15% Civics- 61% 44% 36%</p>
<b>State the measurable outcome the school plans to achieve</b>	SWD will increase their learning gains on the ELA FSA test by 15%. ELL students will increase their learning gains by 15% on the Math FSA test.
<b>Person responsible for monitoring outcome</b>	Sheryl Mosley (smosley@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Provide training for all instructional staff in the areas of ELL and SWD while providing research based instructional materials and teaching strategies. Plan for RtI instructional time outside of tier 1 instruction for tier 2 and tier 3 students.
<b>Rationale for Evidence-based Strategy</b>	If we provide additional targeted support through research based resources, instructional programs and instructional staff training then student learning gains in Math and ELA should improve. These resources and programs include Rosetta Stone, Imagine Learning, ELL and Migrant paraprofessionals, site based ELL/Migrant based student services and I-Ready (Aligned to WIDA Standards).
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Staff members will participate in ELL training with suggestions for classroom strategies and resources.</li> <li>2. Staff members will receive training in Reading Disabilities and Dyslexia with suggestions for best practices.</li> <li>3. Rosetta Stone for English Language acquisition.</li> <li>4. I-Ready Diagnostic for progress monitoring and interventions in math and ELA.</li> <li>5. Response to Intervention- Additional 50 minutes of targeted instruction for tier 2 and tier 3 ELA students.</li> <li>6. RtI- Additional 50 minutes of targeted instruction for tier 3 Math students.</li> <li>7. ELL after school instruction</li> <li>8. Imagine Learning-Online PreK–8 Literacy, Math, and Assessment solutions grounded in</li> </ol>

language development.

9. Site based ELL/Migrant paraprofessionals.

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

### Additional Schoolwide Improvement Priorities (optional)

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

In addition to these areas of concern, we also recognize that truancy and behavior are a concern. Last year we implemented a mentoring program called Check & Connect. Check & Connect is a data driven intervention program that targets tier 2 students with academic, behavior and truancy concerns. This year our goal is to reduce the number of days students are absent or miss instruction due to ISS or OSS. Last year, our goal was for students to reduce the number of days absent from 15 or more to 10 or less days absent. 62% of our students targeted last year met this goal. We will continue with this same goal for the 2019-2020 school year with the same group of students and some additional new students. This school year we have also added a Credit Recovery class through Edmentum for students who did not pass their English Language Arts, Math, Science or Social Studies classes.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Increase participation totals for all parent involvement events by 15%. This increase will be based upon the total number of participants (indicated by sign-in sheets) for all parent involvement events.

#### PFEP Link

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

All staff members are familiar with the process of recommending/referring needful students to the proper support staff member. In the majority of cases, this is initially one of our two guidance counselors. After an initial assessment, the counselor begins services with the student or recommends them for more in-depth services with our school psychologist or outside resources that might be available.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

At the conclusion of each school year, 5th grade students at all feeder elementary schools are brought to Hardee Junior High for an initial orientation and tour of the school. Additionally, a pre-school open house is held for these students and their parents, giving them an opportunity to get their schedule and meet their teachers prior to the start of school.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Our MTSS team consists of Curriculum Leadership Team members. This team: (1) provides data on tier 1, tier 2, and tier 3 targets; (2) identifies academic and social/emotional areas that need to be addressed; (3) sets expectations for instruction; (4) facilitates the development of a systemic approach to teaching; and (5) helps align processes and procedures.

Title I, Part A - Provides funds to all eligible district schools, in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. The grant is also a funding source for supplemental instructional technology.

Title I, Part C Migrant - Provides services to migrant students PreK-12 and their families. The primary goals of the migrant program is to improve the academic performance of migrant students and provide health and guidance services to them. Parent involvement/education is also an integral part of the migrant program.

Title II - Provides professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, mentoring bonuses, hiring bonuses, and a percentage of salaries for the Literacy Coaches, the District Resource Teacher, and the District Data Coach. Director of Curriculum will also assist in providing guidance and support with the staff development process.

Title III - Supports activities to assist students in becoming proficient in English. Supports teacher PD in ELL strategies and parent involvement/education.

Title X, Homeless - Provides support and activities to assist homeless students.

Supplemental Academic Instruction (SAI) - SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.

Violence Prevention Programs - Red Ribbon Week is done school wide in October to promote safe and healthy habits.

Nutrition Programs - The school lunch program offers a nutritious meal at no cost to the students.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

All Hardee Junior High School students complete a course of study in careers prior to being promoted to high school. This course is embedded within one of the students' core academic classes. The curriculum for this course provides exposure to various career fields, while providing students with the educational requirements for working in these fields.

All Hardee Junior High School students also complete an ePep online planning/scheduling template prior to being promoted to high school. The ePep is designed to assist students with course selection at the high school level, based on the post-secondary plans and aspirations of the student. The ePep is completed with assistance and guidance from each students' career teacher, as well as from the Hardee Junior High School guidance staff.

## Part V: Budget

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

1	III.A.	Areas of Focus: Student Performance on the Science EOC Assessment	\$0.00
2	III.A.	Areas of Focus: Student Performance on the FSA ELA Assessment	\$0.00
3	III.A.	Areas of Focus: Student Performance on the FSA Math Assessment	\$0.00
4	III.A.	Areas of Focus: Student Performance on the Civics EOC Assessment	\$0.00
5	III.A.	Areas of Focus: Student Performance- Subgroups	\$0.00
Total:			\$0.00