

Hardee County Schools

Hardee Senior High School



2021-22 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: 6/7/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (50%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Hardee County School Board on 10/12/2021.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School PK, 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>73%</p>

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Core Values:

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Pohl, Tammy	Principal	
Maddox, Mary Sue	Assistant Principal	
See, Tabita	Other	
Barton, Susan	Instructional Coach	
Culverhouse, Heather	Assistant Principal	
Olds, Tameka	Reading Coach	

Demographic Information

Principal start date

Monday 6/7/2021, Tammy Pohl

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

3

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

11

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,394

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

8

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	397	358	364	274	1393
Attendance below 90 percent	0	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	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	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	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	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	0	43	2	45
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

Thursday 9/2/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	384	362	366	277	1389
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	25	38	21	125
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	2	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	89	27	18	6	140
Course failure in Math	0	0	0	0	0	0	0	0	0	65	27	13	5	110
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	110	106	108	96	420
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	54	101	57	285
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	117	95	45	390

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	25	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	384	362	366	277	1389
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	25	38	21	125
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	2	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	89	27	18	6	140
Course failure in Math	0	0	0	0	0	0	0	0	0	65	27	13	5	110
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	110	106	108	96	420
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	54	101	57	285
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	117	95	45	390

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	25	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	43%	56%	41%	41%	56%
ELA Learning Gains				46%	46%	51%	56%	56%	53%
ELA Lowest 25th Percentile				43%	43%	42%	47%	47%	44%
Math Achievement				47%	47%	51%	45%	45%	51%
Math Learning Gains				42%	42%	48%	49%	49%	48%
Math Lowest 25th Percentile				48%	48%	45%	52%	52%	45%
Science Achievement				68%	68%	68%	46%	46%	67%
Social Studies Achievement				51%	51%	73%	54%	54%	71%

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
09	2021					
	2019	40%	40%	0%	55%	-15%
Cohort Comparison						
10	2021					
	2019	44%	44%	0%	53%	-9%
Cohort Comparison		-40%				

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
2021					
2019	67%	67%	0%	67%	0%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	50%	0%	70%	-20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	53%	-13%	61%	-21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	53%	0%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

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

We are currently working on a progress monitoring tool that will meet the needs of all areas.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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							

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
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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	45	48	7	37	42	6	46		57	8
ELL	3	51	49	18	52	67	11				
BLK	29	45	45	37	35		40	52		69	17
HSP	34	54	45	43	52	53	40	49		72	39
MUL	36	58		45	45						
WHT	57	63	57	50	47	54	62	65		74	45
FRL	36	54	46	43	50	54	42	52		71	32

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
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	19
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	45
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Biology is a strength with Algebra declining. Our goal is to sustain our growth in the area of biology while strengthening the skill level in Algebra.

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

Algebra 1--currently at 8%

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 exam data, the math team determined that the use of an online, virtual curriculum did not serve the needs of their students. A change in curriculum and teaching strategies are 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.

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

Biology

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

Ongoing progress monitoring; spiraling of skills; remediation through virtual content; ongoing remediation of skills

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

Face-to-face learning instead of the online, virtual instructional approach

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 biweekly meetings of departments; share "what is working" in department meetings; communication

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Algebra 1 is the area of critical need at Hardee Senior High School due to the poor results on the 2021 FSA Testing, 8% passing compared to the State average of 49%. This score does not include those students taking Algebra 1 Honors at Hardee Junior High. In reviewing the FSA exam data, the math team determined that the use of an online, virtual curriculum did not serve the needs of their students. A change in curriculum and teaching strategies are 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.

Measurable Outcome: The measurable goal is to increase proficiency from 8% to 40% of all students taking the Algebra 1 exam for the first time.

Monitoring: To monitor the progress of the Algebra 1 students, teachers will use formative and summative assessments to determine the students' proficiency. The teachers will collaborate weekly, with the support of the Math Coach to review data and determine the best strategies for differentiating instruction; reteaching or enriching as necessary.

Algebra 1 students will access ALEKS, an individualized adaptive program that helps students with gaps of knowledge; providing practice and positive feedback.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

visual representations through direct instruction, guided practice, and independent practice; differentiating instruction, reteaching or enriching as necessary.

Rationale for Evidence-based Strategy:

A change in curriculum and teaching strategies are 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. Algebra 1 students will also access ALEKS, an individualized adaptive program that helps students with gaps of knowledge, providing practice, and positive feedback.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to ELL students

Area of Focus

Description and Rationale: ELL students at HHS are making limited gains in their academic testing areas.

Measurable Outcome:

Monitoring: Ongoing monitoring of the ELL students to check progress throughout the school year. This includes assessment data, grades, and attendance.

Person responsible for monitoring outcome: Tabita See (tsee@hardee.k12.fl.us)

Evidence-based Strategy: (a) provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, (b) teach vocabulary across content areas, (c) provide instruction and/or instructional support in the primary language as needed, and (d) provide appropriate interventions for ELs who need support beyond Tier 1 instruction.

Rationale for Evidence-based Strategy: Providing literacy instruction to ELL students is not sufficient in providing them to be proficient readers and writers skills they need to become proficient students. They need time to develop their oral proficiency in English, which is often overlooked in the instructional programming. HHS will work to implement more time to ELL progression.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: An increased number of students in the reading remediation program based on FSA reading assessment.

Measurable Outcome: ELA learning gains, specific in reading, for the bottom quartile is currently at 29%. Our goal is to raise this to 50% or higher.

Monitoring: Classroom observations; ongoing assessments; measured student outcome

Person responsible for monitoring outcome: Mary Sue Maddox (mmaddox@hardee.k12.fl.us)

Evidence-based Strategy: Implementation of the Read 180 program for students needing extra remediation with reading. As the leading reading intervention solution, READ 180® helps students who are two or more years behind become active, accomplished readers. By bringing teachers, families, and adaptive technology together, it meets students on their unique paths to provide a truly personalized experience.

Rationale for Evidence-based Strategy: READ 180 is the leading blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students typically 2 years behind. During READ 180 Whole- and Small-group Learning, teachers provide direct instruction using the Real Book, a work text that includes six high-interest Workshops with reading selections about topics such as the Bill of Rights, D-Day, and space exploration. Every Workshop also includes systematic instruction in academic vocabulary and language, close reading, and academic writing and research.

After beginning the session with the whole class, students work independently on three rotations: the Student Application, Small-Group Learning, and Independent Reading.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to Student Transition and Readiness

Student Transition and Readiness College and Career Readiness

The students meet with their counselors to determine the correct course of action needed for future career and life choices. The students are able to provide feedback regarding their plan and are empowered to work at a pace that is comfortable for them while ensuring mastery in that area. The counselors provide a systemic approach for College and Career Readiness:

1. College Aspirations
2. Academic Planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Processes
5. College and Career Assessments
6. College Affordability Planning
7. College and Career Admission Processes
8. Transition from High School Graduation to College Enrollment

Area of Focus Description and Rationale:

HHS has partnered with South Florida State College for dual enrollment courses which encourages and promotes college awareness along with student success. HHS is also one of the many schools with state industry certification which may articulate into college credit. The Guidance Counselors have developed a method whereby students meet with counselors on an individual basis during the day for schedule and four-year curriculum planning. Evening assemblies are offered to parents and students with enrollment information, college planning and admissions, and Florida's Bright Future admissions, as well as financial aid. Classes and programs are advertised in on-line Program of Studies, hard-copy curriculum guides, as well as face-to-face with individual counselors. Students are encouraged to make appointments to speak with counselors. Colleges/Universities visit the HHS campus; students are encouraged to visit the presentation at the advertised date and time during the day. Counselors also work diligently with students to complete the FAFSA process, scholarship applications, assist with college application packets when needed, and career counseling should a student decide not to pursue higher education.

Measurable Outcome:

Hardee Senior High Schools offers a variety of technical opportunities including: Automotive Maintenance and Light Repair--1,2, 3 and 4, Digital Design, Early Childhood Education, Culinary Arts, Air Force Junior ROTC, and Health Science classes. There are also opportunities for the students to complete the electric line service repair program at SFSC. Industry certifications can be earned in the following courses: Allied Health- Certified Medical Administrative Assistant; Automotive- Collision Repair and Refinishing – ASE Painting and Refinishing, B2 and ASE Mechanical and Electrical Components B5; Automotive Maintenance and Repair; Culinary1- ServSafe; Digital Design- (InDesign, Illustrator, Photoshop, Dreamweaver, Animate, Office, Premiere); Digital Information Technology (MOS- Word, Excel, Power Point, and/or Outlook); Nursing Assistant- Certified Nursing Assistant.
HHS will add additional programs by 10%. Our postsecondary rate is 71.4% increasing to 78%.

Monitoring:

School administrators and guidance counselors will compare previous years data to current certifications and college entrances to ensure student progression.

Person responsible for

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

monitoring outcome:

Evidence-based Strategy:

Three broad domains will be used to describe the implementation: academic knowledge, career pathway knowledge, and skills for lifelong learning
 One well-established framework describes four keys occurring concurrently for promoting college and career readiness: (a) content knowledge, (b) key cognitive strategies, (c) learning strategies, and (d) transition knowledge and skills

Rationale for Evidence-based Strategy:

Nonacademic factors are now being closely aligned with College Career and Readiness, such as student dispositions and behaviors enabling engagement, as contributing to academic knowledge and skill gains.

Action Steps to Implement

The Guidance Counselors have developed a method whereby students meet with counselors on an individual basis during the day for schedule and four-year curriculum planning. Evening assemblies are offered to parents and students with enrollment information, college planning and admissions, and Florida's Bright Future admissions, as well as financial aid. Classes and programs are advertised in on-line Program of Studies, hard-copy curriculum guides, as well as face-to-face with individual counselors. Students are encouraged to make appointments to speak with counselors.

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

Additional Schoolwide Improvement Priorities

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

Over the 2021-2022 school year at Hardee Senior High, our school incident rate is a bit high. Our school culture is very positive as well as our environment; however, working with our district and community to promote drug awareness at the secondary level would be beneficial.

Part IV: Positive Culture & Environment

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

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

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

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 culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Other: ELL students	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Other: Student Transition and Readiness	\$0.00
Total:			\$0.00