

Hardee County Schools

# Hardee Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Hardee Senior High School

830 ALTMAN RD, Wauchula, FL 33873

[www.hardee.k12.fl.us/high\\_school](http://www.hardee.k12.fl.us/high_school)

## School Board Approval

This plan was approved by the Hardee County School Board on 10/26/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Culverhouse, Heather	Assistant Principal	
Duncan, Mary Ann	School Counselor	
Hinerman, Brittany	Instructional Coach	
Pohl, Tammy	Principal	
Stowers, Randy	Assistant Principal	
Wood, April	Instructional Coach	

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our process for developing our SIP includes our school leadership team, teachers and school staff, and our School Advisory Council which is composed of parents, students, and community stakeholders. We look at all data and trends and determine where our instructional efforts need to increase

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monthly leadership meetings are held with the HHS stakeholders/department chairs the first Tuesday of each month to review the SIP. SAC also meets 4-5 times a year to review the SIP along with schoolwide data. Revisions are made as needed based on the area(s) of concern.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	73%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

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

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	153
Course failure in Math	0	0	0	0	0	0	0	0	0	137
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	111
	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	37

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	41	50	44	44	51	40		
ELA Learning Gains				50			43		
ELA Lowest 25th Percentile				33			29		
Math Achievement*	34	35	38	30	34	38	25		
Math Learning Gains				31			12		
Math Lowest 25th Percentile				37			19		
Science Achievement*	61	61	64	63	30	40	56		
Social Studies Achievement*	67	67	66	68	31	48	54		
Middle School Acceleration					37	44			
Graduation Rate	85	85	89	90	63	61	92		
College and Career Acceleration	43	43	65	47	68	67	41		
ELP Progress	32	32	45	42			47		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	95
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	90

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	2	
ELL	35	Yes	4	
AMI				
ASN				
BLK	49			
HSP	50			
MUL				
PAC				
WHT	64			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	36	Yes	3	
AMI				
ASN				
BLK	40	Yes	1	
HSP	48			
MUL	75			
PAC				
WHT	57			
FRL	45			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			34			61	67		85	43	32
SWD	18			26			33	34		8	6	
ELL	11			25			18	38		28	7	32
AMI												
ASN												
BLK	32			32			43	57		50	6	
HSP	37			30			57	63		41	7	37
MUL												
PAC												
WHT	49			46			73	82		45	6	
FRL	35			29			56	59		40	7	35

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	50	33	30	31	37	63	68		90	47	42
SWD	22	34	15	20	21	28	31	55		86	13	
ELL	19	39	22	9	24	40	32	43		88	36	42
AMI												
ASN												
BLK	23	41	36	19	23		33	56		94	33	
HSP	40	48	34	27	31	39	61	65		91	41	47
MUL										75		
PAC												
WHT	59	55	28	42	36	41	75	81		87	62	
FRL	37	46	32	23	27	33	57	62		90	43	43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	43	29	25	12	19	56	54		92	41	47
SWD	20	30	23	15	21	25	17	21		88	7	
ELL	21	34	33	16	16	20	32	43		76	37	47
AMI												
ASN												
BLK	19	30	33	18	6	13	27	64		92	17	
HSP	36	42	32	23	14	21	52	55		93	38	51
MUL	27	27		20	0							
PAC												
WHT	57	50	13	37	11	10	72	52		91	52	
FRL	31	36	28	20	12	20	48	49		91	38	56

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	46%	46%	0%	50%	-4%
09	2023 - Spring	37%	36%	1%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	39%	-12%	50%	-23%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	36%	1%	48%	-11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	58%	1%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	67%	1%	63%	5%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Algebra 1 continues to be below the state average. Spring indicated 30% receiving a 3 or above. The state average was 54%. Improvements have been shown from the previous year; however, closing the percentage gap is needed.

Geometry is another area of need for HHS. The state average is 47% with HHS being at 37%. That is a significant gap needing to be addressed and monitored. During the 2023-2024, our goal is 50% obtaining a 3 or above.

Contributing factors and trends include student difficulty in understanding, an educational trend of low

performance in math, and the continuation of closing the educational gap of COVID. The lack of rigor in instructional methods contribute along with a need to increase parental communication.

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

Geometry showed the greatest decline from prior year data. Students struggle with mathematical concepts and an ongoing trend is a lack of foundational skills from previous years. Some of our students are migrant students so they do not re-enter until late October/early November and transfer state to state. Standards and educational materials differ from state to state which widens the learning gap and contributes to the decline. After school programs are offered but transportation is often a problem. Retention of staff members is also a concern.

**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.**

Math, specifically Algebra 1 and Geometry, have the greatest gaps when compared to the state average. Last year, a state adopted math curriculum was purchased at both secondary schools. The consistency of use, monitoring of data and strategies, and vertical alignment and articulation should begin to close this gap. Trends included the lack of consistent instructional materials, new teachers, and lack of ongoing assessments to establish effective benchmarks to success.

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

Biology continues to show improvement at Hardee Senior High School. The curriculum is tightly driven to the standards, a supplemental/remediation tool, Study Island, is used daily, and benchmark assessments are given throughout the year to evaluate the effectiveness of the instruction and where additional support is needed. Weekly meetings are held to discuss data.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

N/A

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

Improvements in the areas of Geometry, Algebra 1, ESE bottom quartile, and ELL subgroup. We will continue to monitor our overall graduation rate as well.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order to retain and recruit teachers in our area, our goal at Hardee Senior High School is both communication and support. Classroom support as needed but professional development biweekly with our instructional coaches and department leaders. A quarterly checklist has been developed so that they have goals each month to help with the growth and support. All have been trained in Capturing Kids' Hearts so they have a basis of how to set up their classrooms and develop the positive culture.

**Measurable Outcome:**

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

With an approximate 20% turnover rate this year, our plan is to retain at least 15% or more of the new hires. Collective support amongst the departments, administration, and instructional coaches will serve as an indicator.

**Monitoring:**

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

For new teachers, a Google survey is used monthly to also ensure that we are meeting their needs. Quarterly checklists to help assist in what to look for in their classroom and how to assess their data for new teachers.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive culture and environment--retention of staff

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Percentage of retaining staff year to year is a concern.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Algebra 1: Overall percentage of students was at 30% receiving a 3 or higher; state average was 54%.  
Geometry: Overall percentage of students was 37% receiving a 3 or higher; state average was 49%.

**Measurable Outcome:**

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

Algebra 1 will obtain at least a 54% as indicated this year by the state average which is an increase of 24 percentage points.  
Geometry will obtain at least a 49% as indicated this year by the state average which is an increase of 12 percentage points.

**Monitoring:**

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

Weekly data meetings with math department with a record of meetings turned in to the instructional coaches/administration.

Consistency of curriculum, Math Nation.--observation data will be gathered.

Use of supplemental material, Study Island, as needed by students.

All have data that can be monitored weekly by instructional coaches and administration. Newsletter, led by administration, sent to math department indicating attendance, strengths/weaknesses based on data

Use of common tests/quizzes

Increased parental communication--parental logs used by all teachers and collected at the end of the school year

Increased rigor--measured by classroom walkthroughs and benchmark data

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use of Math Nation

CPalms

Test Item Specs from FLDOE

Writing in all core subject areas including math to note any areas of concern

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All resources include the alignment to the BEST standards/ mathematical practices.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Both our ESE bottom quartile (currently at 33%) and our ELL subgroup (currently at 36%) have critical concerns. Our black subgroup will be closely monitored as well. Data indicates that they are also below level in all academic areas.

**Measurable Outcome:**

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

For all subgroups, our Hardee Senior High School goal would be to increase 15% points in all areas of concern.

**Monitoring:**

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

ESE teachers will gather academic data biweekly on their students to check for growth or lack of. Interventions implemented as needed. A checklist will be given to them to return to the instructional coaches biweekly.

ELL students are grouped in core subject areas this year and support personnel pushed into the classrooms for extra needed support. The support personnel speaks Spanish.

Students being part of the black subgroup will be closely monitored using a "check in/check out" system. Attendance and overall academic growth in all academic classes will be encouraged.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use of consistent curriculum--lesson planning/instructional mapping

Writing in all academic areas to increase proficiency

Monitoring of data through a checklist turned into administration and academic coaches

ELL--support used by an Ipad that conducts translations; Use of Spanish speaking paraprofessional; increased communication with parents and parent nights for needed assistance

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale includes that data reflects a true deficit in their learning patterns. Strategies to provide extra instructional support is needed based on the data.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

#### #4. Graduation specifically relating to Graduation

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Hardee Senior High School graduation rate reflects a high percentage of 90% at this time. However, it is always monitor this data for success. The state average currently is 87.3 so we are above the state average.

##### Measurable Outcome:

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

Monitor attendance--all grade levels should retain a 94% or higher attendance rate daily as monitored through FOCUS.

Monitor credits and grades--Reports can be pulled from FOCUS indicating failing indicators. That percentage should not be at 15% or more.

##### Monitoring:

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

FOCUS reports

Department meetings--weekly

Report Cards/Progress Reports

Credit Recovery percentages

##### Person responsible for monitoring outcome:

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

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data driven accountability through common assessments--70% or higher

Mentoring

Capturing Kids' Heart Program

After School Programs

Saturday Academic Programs

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Maintain and/or increase our overall graduation rate at Hardee Senior High School. Currently at 90% but increase to 93% during the 2023-2024 school year.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

##### Action Steps to Implement

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

***No action steps were entered for this area of focus***

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Ongoing collaboration between district staff, administrators, department chairs, and our HHS School Advisory Council will be used as a process of ensuring our funding allocations are in alignment with the needs of our school. We will take our areas of concern and focus on identifying 2- 3 goals which would be obtainable throughout the year. Data meetings are held bi-weekly on the school site amongst departments with a weekly meeting to review instructional maps, lesson plans, etc.

Schoolwide activities such as after school remediation will be offered and monitored for growth. A pre and post assessment given.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Information is disseminated through leadership meetings, department meetings, REMIND messaging system, Edulink messaging system, student emails, and schoolwide meetings with our students, families, and stakeholders. All serve a vital role in the development and finalization of this plan. Once completed, the SIP is also posted on our HHS website and notices are sent out so that students, SAC members, families, and stakeholders are aware of where to find the information.

<https://hhs.hardee.k12.fl.us/>

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://hhs.hardee.k12.fl.us/>

We celebrate the fact that we have a positive relationship with our students, parents, families, and stakeholders by always having an "open door" policy to meet and discuss ideas and thoughts. Informative parent nights are held monthly so that they have an opportunity to feel part of our educational goals. We also use a program called Capturing Kids' Hearts which builds upon positive relationships. A monthly newsletter using CKH is also sent out to students, parents, and stakeholders

listing ways to increase positive relationships. Progress reports, report cards, and messages through FOCUS, our data portal, are also used. We encourage positive interaction and communication at Hardee Senior High School. We work to coordinate activities of Title IV, Title V, and all other entities that support our programs.

Use of REMIND and Edulink Messaging Systems

SAC members

Student Emails

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Strategic scheduling of students to allow for more intensified instruction regardless of remediation or enrichment. Students are placed and grouped according to their core subject as listed on their IEP. This allows the resource teachers to focus more on the that particular area which strengthens the content. Having multiple subjects in a classroom at one time does not provide for an environment conducive to learning gains.

Provide ongoing training to assist teachers with differentiation and effective grouping. Florida Inclusion Network will begin the trainings on September 20, 2023 with subsequent dates given to the teachers for additional trainings and classroom walk throughs for extra support. Monitoring of those strategies by academic coaches, other teachers, and administration.

Inclusion strategies for both ESE and general education teachers along with WIKKER strategies are being provided through PD. Groups are differentiated based on their level and need of the specific teachers.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

A collaborative approach is currently being used in the development of this plan. Coordination of career and technical programs are aligned with our district as well as a combined effort with South Florida State College. Violence prevention programs and counseling are offered both virtually and in person.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Counseling is provided by our three school counselors, district staff, Peace River Counseling Center, and Tri-County Services. Mental health curriculum is also provided through out NearPod presentations. Staff members are required to fulfill the state requirement for mental health training.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

College and Career Fairs at Hardee Senior High School

College and Career Days allow for community members, colleges, military recruiters, etc. to visit with students during our lunch periods.

College and Career field trips

College and Career Saturday opportunities--resume writing, community speakers, etc.

College and Career Labs--student surveys, resume writing, college information, etc.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

MTSS is used at Hardee Senior High. Interventions are implemented, recorded, and monitored for the time period determined in the initial meeting. Differentiation within classrooms to address struggling learners is also used. ESE teachers also use the inclusive model for 3 periods where they push in to regular classrooms to provide needed support.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Inservice days are used to provide professional development based on the individual needs of Hardee Senior High School throughout the school year. A focused approach is used so that staff members can apply their knowledge immediately in their classrooms. Ongoing data chats are held with teams as well as students throughout the school year. Academic coaches are highly involved with their teams and work to support and retain effective teachers. Paraprofessionals are used to support the educational needs of the students.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A