Hardee County Schools

Hardee Junior High School

2017-18 School Improvement Plan

Hardee Junior High School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/junior_high

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	D

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority and Template

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

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Hardee Junior High School

DA Region and RED	DA Category and Turnaround Status
Southwest - [Julio Valle](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

"Empower and inspire all students for success"

.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Hardee Junior High, we strive to make our staff aware of the cultural make-up of our student body, and how these cultural differences might effect student learning. Cultural sensitivity training is embedded within a majority of our professional development activities, in particular, our AVID (Advancement via Individual Determination) training. This knowledge of and sensitivity to cultural differences is the foundation for building positive relationships between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Hardee Junior High provides students a safe and respectful environment before, during, and after regular school hours.

Beginning at 7:00 each morning, early arriving students report to the cafeteria, where staff members are stationed to welcome and supervise them until 8:00 a.m. Those students who wish to have breakfast are served beginning at 7:40 a.m. All students are offered breakfast at no cost. At 8:00 a.m., those students who are not eating breakfast are dismissed to report to their homeroom class. All teachers with a first-period class are stationed in their classrooms beginning at 8:00 a.m., where they welcome and supervise their students until the opening bell at 8:20 a.m. Additional staff are assigned duty around the outside areas of the campus, where they greet students and insure that they're moving quickly along to their first period class.

Throughout the day, classroom teachers step out into the hallways during transition times to supervise students and keep them moving along to their next assigned class.

At the conclusion of the school day, students are released at staggered dismissal times to insure student safety as they egress the campus. Staff members are stationed around the outside areas of our campus, particularly along the route to our bus and car rider pick-up areas, to assist students with egress.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Hardee Junior High is a Positive Behavior Supports (PBS) school. Behavioral expectations of both students and staff are clearly outlined and reinforced through incentives for positive behaviors. The code of student conduct is disseminated to staff and students at the start of the school year, with consequences for negative behaviors clearly outlined.

In an effort to minimize distractions and disruption of instructional time, teachers needing immediate assistance of administration or the dean's office will request for students who need to be removed from the learning environment be picked up by an office support staff member. If this isn't possible, the teacher will contact the dean's office to let them know that a student is being sent with a referral. This allows for minimal disruption, keeping instruction flowing as best as possible.

Our administrators and deans meet frequently to look at discipline data and discuss related trends. Insuring that the code of student conduct is fairly and consistently enforced is frequently an agenda topic for these meetings.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Hardee Junior High School recognizes that when working with middle school students, a proactive approach is always best. Particularly with regards to recognizing students in need, whether the need is academic or behavioral in nature.

With this in mind, the following Early Warning System (with indicators) will be used at Hardee Junior High School:

- Students whose attendance rate dips below 90 percent will be quickly identified, with a referral to their guidance counselor being generated. The counselor will conference with the student and/or their parent(s) to ascertain the reasons for the excessive absences. When appropriate, or at the required interval, students and parents will be referred to Youth and Family Services for further monitoring of absences and possible action.

- Once a student receives an in- or out-of-school suspension, a conference with one of the deans will take place. In addition to the conference with the student, the dean will contact a parent or guardian to apprise them of the incident and resulting consequences. Upon a student's second in- or out-of-school suspension, a referral will be made to the student's assigned guidance counselor. The counselor will conference with the student to try and ascertain the reasons for the student's excessive behavioral related interventions. Upon a student's third in- or out-of-school suspension, the student

will be referred to a school administrator, who will consider options for each individual student.

- Once a student receives a failing grade (for a grading period) in ELA or mathematics, a conference with the student will be conducted by either a guidance counselor or school administrator. The purpose of the conference is to ascertain the reasons for the student's academic struggles and what supports might be necessary to help them bring their grade up and sustain it.

- All students scoring at Level 1 on the statewide assessments in either ELA or mathematics will be placed in an "intensive" reading or mathematics class to provide additional support with the skills necessary for growth in the content area.

b. Provide the following data related to the school's early warning system

1. 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	50	66	78	0	0	0	0	194
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	272	320	208	0	0	0	0	800
Level 1 on statewide assessment	0	0	0	0	0	0	272	443	323	0	0	0	0	1038

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	274	402	321	0	0	0	0	997

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Interventions - Conference with student, Youth and Family Alternatives referral for support.

Behavioral (Suspensions) Interventions - Conferences with Student (dean, counselor, administrator), Conference with parents (administration), Consideration for alternative placement to provide better support for student.

Course Failure Interventions - Conference with student (counselor), Schedule/teacher change (if deemed appropriate), RtI/MTSS for specific and appropriate content areas.

Level 1 Interventions - Placement in "intensive/remedial" class for greater support, RtI/MTSS for specific and appropriate content areas.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hardee Junior High's current business partner is PhosChem Supply Company. PhosChem is supportive of the school's efforts and provides resources when possible to help fulfill the school's mission. Additionally, Hardee Junior High participates in bi-monthly meetings with the Hardee Educational Foundation Committee, a school/business partnership whose purpose is connecting businesses with schools in an effort to support the school's missions. This collaborative relationship has provided resources above and beyond those provided by our primary business partner.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Mosley, Sheryl	Principal
Stagg, Suzanne	Assistant Principal
Vasquez, Gilbert	Assistant Principal
DeAnda, Lisa	Instructional Coach
Kouns, Sherri	Instructional Coach
Shepard, Michelle	Instructional Coach
Newman, Sheena	Teacher, K-12
Bromley, Lori	Teacher, K-12
Moye, Susan	Teacher, K-12
Smith, Aimee	Teacher, K-12
McGuckin, Kim	Teacher, K-12
Powell, Mitzi	Teacher, K-12
Wandrey, Angela	Teacher, K-12
Kelly, Barbara	Teacher, ESE
Rogers, April	Teacher, Career/Technical
Driskell, Mary Lynne	Guidance Counselor
Knight, Sharon	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal and Assistant Principals (Sheryl Mosley, Suzanne Stagg and Gilbert Vasquez): Provide a common vision for the use of data in the decision making process. Insures that the school-based team is implementing MTSS/RtI. Conducts periodic assessments of the MTSS/RtI skills of relevant school staff. Insures the implementation of intervention support and documentation. Insures adequate professional development to support MTSS/RtI implementation. Communicates with parents regarding school-based MTSS/RtI plans and activities.

General Education Teachers: Provide information regarding core instruction. Participates in the collection of student achievement data. Delivers tier 1 instruction. Collaborate with other staff to implement tier 2 interventions. Integrates tier 1 materials and instruction with tier 2 and 3 activities.

Literacy Coaches (Lisa DeAnda, Sherri Kouns and Michelle Shepard): Develops, leads, and evaluates school core content standards and programs. Identifies and analyzes existing literature on scientifically based curriculum, behavior assessments, and intervention approaches. Identifies systematic patterns of student need while coordinating with district personnel to identify appropriate evidence-based intervention strategies. Assists with school-wide screening programs that provide early intervention services for students considered to be "at-risk." Assists in the design and implementation of progress monitoring, and data collection/analysis. Participates in the design and delivery of professional development. Provides guidance and support on district K-12 Reading Plan.

Guidance Counselors (Mary Lynne Driskell and Elizabeth Jaquez) and School Psychologist (Alicia Jefferson): Provide technical and professional expertise and assistance. Mrs. Jefferson also offers an outsiders perspective to the team, providing an objective voice in the process.

Deans of Students (Sharon Knight and Ray Rivas): Provides services and expertise on behavioral issues and intervention procedures with individual students.

2. 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. https://www.floridacims.org/assets/guidance_pull-9d208d3e1932aab118e1471a82d09c31.png
Title I, Part C Migrant - Provides services to migrant students (Pre-K - 12th Grade) 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. The district 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 breakfast program offers a nutritious breakfast for full-pay students, as well as those participating in the free/reduced meal program. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition. The National school lunch program provides a nutritious lunch for both full-pay and free/reduced students. Healthy food supports academic achievement by providing the necessary nutrients for student growth and development. The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sheryl Mosley	Principal
Lorena Alfaro	Education Support Employee
LeAnne Buzzard	Teacher
Linda Calvillo	Teacher
Claire Cornell	Parent
Jema Cuevas	Parent
Lisa DeAnda	Teacher
Amanda Elisondro	Parent
Noel Henry	Parent
Paige McCoy	Education Support Employee
Sarah Parks	Teacher
Veronica Cuevas	Parent
Loenza Salazar	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Included in the agenda for the first SAC meeting of the 2017-2018 school year will be a review and evaluation of the 2016-2017 SIP.

b. Development of this school improvement plan

Input solicited from the SAC at the conclusion of the 2016-2017 school year was used in the creation of this plan. The plan will also be reviewed and approved by the SAC prior to school board approval.

c. Preparation of the school's annual budget and plan

SAC meeting agendas will include a discussion of the school's budget (district, State, and Federal), with the SAC being notified of planned expenditures within each budget category.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds allocated for the 2016-2017 school year were budgeted and expended as follows:

School wide student awards
Field day events/activities
Accelerated Reader (AR) Rewards

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mosley, Sheryl	Principal
DeAnda, Lisa	Instructional Coach
Kouns, Sherri	Instructional Coach
Shepard, Michelle	Instructional Coach
Gilliard, Jessica	Teacher, Career/Technical

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will monitor our MTTS/RtI and Positive Behavior Support (PBS) systems for fidelity of implementation. The LLT will monitor school-wide initiatives (AVID, iReady, etc.) to determine their impact on instruction and student achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers are compensated for collaborative planning time after regular work/school hours. Teachers are segregated into small (3-5 member) Professional Learning Communities based on the core subject and grade-level that they teach. During this collaborative planning time, teachers will primarily work with their small group PLC to look closely at their student achievement data, using the results to plan and adjust their instructional strategies and improve their use of both formative and summative student assessments. The goal is to increase student engagement in rigorous and relevant learning activities, which will lead to increased student growth and achievement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Participation in the Great Florida Teach-In: Sheryl Mosley, Principal

New Teacher Signing Bonus: Greg Harrelson, Director of Finance

District's Connections Program for Beginning Teachers: Kristen Rivas, District Highly-Qualified Facilitator

Pairing of Beginning Teachers with a Highly-Qualified, Experienced, and Proven Educator in a Mentor/ Mentee Relationship: Sherri Kouns, Literacy Coach; and Lisa DeAnda and Michelle Shepard, Academic Coaches

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers are formally paired with one of our literacy/ academic coaches: Sherri Kouns, Lisa DeAnda and Michelle Shepard. Their experience, expertise, and personalities make them obvious choices as mentors for new teachers. Additionally, all beginning teachers are informally paired with their departmental PLC leader. The PLC leaders experience and expertise within their certified, core academic area make them obvious choices as secondary mentors for our new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All instructional staff will receive initial and ongoing training in Florida's Standards. Administrators, instructional coaches, and PLC leaders will evaluate all instructional programs and materials for alignment to Florida's Standards prior to any purchases being made.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student achievement data will be disaggregated at the small group PLC level. This data will then be used to guide teachers in the differentiation of their instructional practices to best meet the needs of a diverse group of learners in each content-area, at each grade-level. Our instructional coach is in the

process of training and modeling for teachers the use of small group learning centers in their classrooms. These centers make the differentiation of instruction much easier and allow for modification of instruction within each center as needed. Students needing additional time or more intense instruction are served through the RtI process or through extended learning activities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

After-school program to target lowest quartiles in math and reading, Algebra I students, and struggling Civics students. This program is projected to begin the first week of November, and will run three days per week through the end of March/first of April. Taking out holidays, the program will run approximately 60 days, at 90 minutes each day, for a total of 5400 additional instructional minutes.

Strategy Rationale

Additional instructional time to for students who are struggling in math and reading will allow teachers to target specific areas of weakness and to further engage these students in rigorous instructional activities that are required for success on the FSA assessment. Additional time for struggling Algebra I and Civics students will allow these teachers to better prepare these students for their respective end-of-course (EOC) assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Mosley, Sheryl, smosley@hardee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District Benchmark data for participating students will be analyzed and compared for all students to determine if additional instructional time is contributing to student growth and achievement beyond the core instructional day.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Hardee Junior High School will continue offering the following career and tech ed/vocational courses for the 2017-2018 school year:

Foundations of Agriculture - This high school credit course will allow participating students to see the relevance of science to the real-world career field of agriculture. Participating students will be prepared to enter Hardee Senior High School's advanced agriculture coursework.

Microsoft Office - Participating students in these career and technical education courses will be able to sit for the Microsoft Office Industry Certification Exam. Students who pass the exam will be certified to work with Microsoft Office within relevant industries. Course participation will also provide students with relevance between their academic work and real-world work experience.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Provide rigorous, relevant, and meaningful curriculum and instruction to all students.

Engage students in the instructional process, allowing then to be active participants in their education.

Communicate frequently with parents and other stakeholders regarding academic and behavioral expectations of students.

Create a culture of high expectations for administration, teachers, support staff, students, and parents.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily. `1a`

🔑 G089244

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	56.0
ELA Achievement District Assessment	57.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	68.0
Math Gains	63.0
Math Lowest 25% Gains	56.0
Algebra I EOC Pass Rate	100.0
Civics EOC Pass	57.0
Statewide Science Assessment Achievement	53.0

Targeted Barriers to Achieving the Goal `3`

- No common definition of rigor

Resources Available to Help Reduce or Eliminate the Barriers `2`

- classroom walk-thru data, PLC planning, student observations and discussion

- WICOR / AVID framework is in place

- Dedicated staff

- PD opportunities

- Materials

- Curriculum

- Funding

- Schedule - double block periods

Plan to Monitor Progress Toward G1. `8`

We will know that staff is consistently providing well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily when we see benchmark and interim data increase

Person Responsible
Sheryl Mosley

Schedule
Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion
PLC notes/minutes, informal conversations with students and teachers, lesson plans, and FSA results will improve with an increase in rigor.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community. 1a

🔑 G089245

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	50.0
School Climate Survey - Staff	50.0
School Climate Survey - Parent	150.0

Targeted Barriers to Achieving the Goal 3

- Lack of unified/active Leadership Team

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community desire for positive change

- Activities will be planned to celebrate student and staff success

- Willingness from staff for positive change

- Common area outside in the center of campus

- Conference room/break area near staff production room

Plan to Monitor Progress Toward G2. 8

We will know that HJH has undergone a shift in culture when feedback from students, parents, and staff provide positive feedback regarding their perception of our school.

Person Responsible
Gilbert Vasquez

Schedule
Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion
Students and Staff will have less absenteeism and an evident sense of pride toward HJH. The majority of the feedback from the surveys should also support positive culture change at HJH. Informal and formal discussions at leadership, faculty, and PLC meetings will also serve as evidence in meeting this goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

 1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily. 1

🔑 G089244

G1.B6 No common definition of rigor 2

🔑 B237680

G1.B6.S1 Develop and implement a shared definition of rigor across the school 4

🔑 S250364

Strategy Rationale

Student achievement will increase on state assessments

Action Step 1 5

D2D Expectations

Person Responsible

Sheryl Mosley

Schedule

On 8/1/2017

Evidence of Completion

Expectations of instructional practices aligned to standards visible during classroom walkthroughs.

Action Step 2 5

HMH Collections ELA

Person Responsible

Sherri Kouns

Schedule

Monthly, from 8/1/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional ELA practices in the classroom, and standards alignment.

Action Step 3 `5`

Engage NY Math Planning and Best Practices

Person Responsible

Michelle Shepard

Schedule

Monthly, from 8/2/2017 to 8/2/2017

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional math practices in the classroom, and standards alignment.

Action Step 4 `5`

Study Island

Person Responsible

Lisa DeAnda

Schedule

Weekly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Weekly instructional usage report and assessment in the science classroom.

Action Step 5 `5`

Read 180 Training

Person Responsible

Sherri Kouns

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional practices in the Read 180 classroom, and standards alignment.

Action Step 6 `5`

Discovery Education Training

Person Responsible

Michelle Shepard

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional practices in the Social Studies classroom, and standards alignment.

Action Step 7 `5`

Civics Curriculum & Best Practices

Person Responsible

Sherri Kouns

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional practices in the Civics classroom, and standards alignment.

Action Step 8 `5`

D2D Curriculum and Best Practice Math

Person Responsible

Michelle Shepard

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional practices in the Math classroom, and standards alignment.

Action Step 9 `5`

Curriculum Framework Strategies Training

Person Responsible

Aimee Smith

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional practices in the classroom, and curriculum framework strategies.

Action Step 10 `5`

D2D Curriculum Planning and Best Practices ELA

Person Responsible

Lisa DeAnda

Schedule

Monthly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Evidence of core curriculum in professional learning community planning, instructional ELA practices in the classroom, and standards alignment.

Action Step 11 `5`

D2D Expectations

Person Responsible

Sheryl Mosley

Schedule

On 11/3/2017

Evidence of Completion

Expectations of instructional practices aligned to standards visible during classroom walkthroughs.

Action Step 12 `5`

Read 180 Curriculum Planning

Person Responsible

Sherri Kouns

Schedule

Monthly, from 11/3/2017 to 5/24/2018

Evidence of Completion

Professional Learning Community Notes, lesson plans, and pacing guide.

Action Step 13 `5`

iReady: Getting Started Training

Person Responsible

Lisa DeAnda

Schedule

On 8/7/2017

Evidence of Completion

Teacher monthly usage report and student growth report.

Action Step 14 `5`

RtI Curriculum & Best Practices

Person Responsible

Lisa DeAnda

Schedule

On 8/8/2017

Evidence of Completion

RtI Instructional practices, PST meetings, and data chats

Action Step 15 `5`

iReady Support Training Diagnostic 1 Review

Person Responsible

Lisa DeAnda

Schedule

On 9/25/2017

Evidence of Completion

Modified instructional paths, instructional groups for scaffolding.

Action Step 16 `5`

Crisis Training

Person Responsible

Suzanne Stagg

Schedule

On 10/25/2017

Evidence of Completion

Staff will develop proficiency with the implementation of the Hardee Junior High Zero Lockdown protocol and procedures.

Action Step 17 `5`

Teacher Observations

Person Responsible

Sherri Kouns

Schedule

On 11/30/2017

Evidence of Completion

Each teacher completing observations will complete a reflection identifying useful teaching strategies.

Action Step 18 `5`

Epson Instructional Usage

Person Responsible

Lisa DeAnda

Schedule

On 2/23/2018

Evidence of Completion

Teachers will use EPSON software and tools during instructional planning and classroom instruction

Action Step 19 `5`

AVID Training

Person Responsible

Lisa DeAnda

Schedule

On 2/23/2018

Evidence of Completion

Use of WICOR and AVID instructional practices in the classroom

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Observations will occur - formally and informally - to prove "rigor" is happening at HJH

Person Responsible

Sheryl Mosley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

WalkThru data and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Teachers will deliver instruction that is more engaging and complex

Person Responsible

Sheryl Mosley

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Benchmark assessment scores will increase, attendance of staff and students will increase, discipline referrals will decrease.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community. 1

🔑 G089245

G2.B3 Lack of unified/active Leadership Team 2

🔑 B237685

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH. 4

🔑 S250367

Strategy Rationale

Culture will improve for all shareholders

Action Step 1 5

Create a Leadership Team that will work closely together to problem solve

Person Responsible

Sheryl Mosley

Schedule

On 8/1/2017

Evidence of Completion

Leadership meeting notes and agendas

Action Step 2 5

The administration will create an area for staff to socialize and build relationships

Person Responsible

Suzanne Stagg

Schedule

Quarterly, from 8/2/2017 to 5/24/2018

Evidence of Completion

Action Step 3 `5`

Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some social time with their peers outside during lunch times

Person Responsible

Gilbert Vasquez

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student attendance during scheduled lunches at the pavilion area located in the commons.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Assign member of Leadership Team to record minutes of meetings

Person Responsible

Sheryl Mosley

Schedule

Monthly, from 8/1/2017 to 8/1/2017

Evidence of Completion

Agendas and meeting minutes will be collected for review, reflection, and planning purposes, improved participation from leadership team on school projects/assignments.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

HJH Leadership Team will actively work unified on various school improvement projects

Person Responsible

Sheryl Mosley

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Leadership team meeting notes will reflect active participation and cooperation among members. The quantity and quality of work will increase of team members to meet the high demands of student and staff performance at HJH.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B6.S1.A1 A326907	D2D Expectations	Mosley, Sheryl	8/1/2017	Expectations of instructional practices aligned to standards visible during classroom walkthroughs.	8/1/2017 one-time
G2.B3.S1.A1 A326916	Create a Leadership Team that will work closely together to problem solve	Mosley, Sheryl	8/1/2017	Leadership meeting notes and agendas	8/1/2017 one-time
G2.B3.S1.MA1 M342246	Assign member of Leadership Team to record minutes of meetings	Mosley, Sheryl	8/1/2017	Agendas and meeting minutes will be collected for review, reflection, and planning purposes, improved participation from leadership team on school projects/assignments.	8/1/2017 monthly
G1.B6.S1.A3 A326909	Engage NY Math Planning and Best Practices	Shepard, Michelle	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional math practices in the classroom, and standards alignment.	8/2/2017 monthly
G1.B6.S1.A13 A366502	iReady: Getting Started Training	DeAnda, Lisa	8/7/2017	Teacher monthly usage report and student growth report.	8/7/2017 one-time
G1.B6.S1.A14 A366503	RtI Curriculum & Best Practices	DeAnda, Lisa	8/8/2017	RtI Instructional practices, PST meetings, and data chats	8/8/2017 one-time
G1.B6.S1.A15 A366504	iReady Support Training Diagnostic 1 Review	DeAnda, Lisa	9/25/2017	Modified instructional paths, instructional groups for scaffolding.	9/25/2017 one-time
G1.B6.S1.A16 A366505	Crisis Training	Stagg, Suzanne	10/24/2017	Staff will develop proficiency with the implementation of the Hardee Junior High Zero Lockdown protocol and procedures.	10/25/2017 one-time
G1.B6.S1.A11 A366500	D2D Expectations	Mosley, Sheryl	8/3/2017	Expectations of instructional practices aligned to standards visible during classroom walkthroughs.	11/3/2017 one-time
G1.B6.S1.A17 A366506	Teacher Observations	Kouns, Sherri	11/1/2017	Each teacher completing observations will complete a reflection identifying useful teaching strategies.	11/30/2017 one-time
G1.B6.S1.A19 A366509	AVID Training	DeAnda, Lisa	2/23/2018	Use of WICOR and AVID instructional practices in the classroom	2/23/2018 one-time
G1.B6.S1.A18 A366507	Epson Instructional Usage	DeAnda, Lisa	2/23/2018	Teachers will use EPSON software and tools during instructional planning and classroom instruction	2/23/2018 one-time
G1.MA1 M342242	We will know that staff is consistently providing well planned instruction that matches a shared...	Mosley, Sheryl	8/10/2017	PLC notes/minutes, informal conversations with students and teachers, lesson plans, and FSA results will improve with an increase in rigor.	5/24/2018 weekly
G1.B6.S1.A10 A366499	D2D Curriculum Planning and Best Practices ELA	DeAnda, Lisa	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional ELA practices in the classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.A9 A366498	Curriculum Framework Strategies Training	Smith, Aimee	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional practices in the classroom, and curriculum framework strategies.	5/24/2018 monthly
G1.B6.S1.A12 A366501	Read 180 Curriculum Planning	Kouns, Sherri	11/3/2017	Professional Learning Community Notes, lesson plans, and pacing guide.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A8 🔑 A326914	D2D Curriculum and Best Practice Math	Shepard, Michelle	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional practices in the Math classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.A7 🔑 A326913	Civics Curriculum & Best Practices	Kouns, Sherri	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional practices in the Civics classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.A6 🔑 A326912	Discovery Education Training	Shepard, Michelle	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional practices in the Social Studies classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.A5 🔑 A326911	Read 180 Training	Kouns, Sherri	8/2/2017	Evidence of core curriculum in professional learning community planning, instructional practices in the Read 180 classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.A4 🔑 A326910	Study Island	DeAnda, Lisa	8/2/2017	Weekly instructional usage report and assessment in the science classroom.	5/24/2018 weekly
G1.B6.S1.A2 🔑 A326908	HMH Collections ELA	Kouns, Sherri	8/1/2017	Evidence of core curriculum in professional learning community planning, instructional ELA practices in the classroom, and standards alignment.	5/24/2018 monthly
G1.B6.S1.MA1 🔑 M342241	Observations will occur - formally and informally - to prove "rigor" is happening at HJH	Mosley, Sheryl	8/10/2017	WalkThru data and lesson plans	5/24/2018 weekly
G2.B3.S1.MA1 🔑 M342245	HJH Leadership Team will actively work unified on various school improvement projects	Mosley, Sheryl	8/10/2017	Leadership team meeting notes will reflect active participation and cooperation among members. The quantity and quality of work will increase of team members to meet the high demands of student and staff performance at HJH.	5/24/2018 monthly
G1.B6.S1.MA1 🔑 M342240	Teachers will deliver instruction that is more engaging and complex	Mosley, Sheryl	8/10/2017	Benchmark assessment scores will increase, attendance of staff and students will increase, discipline referrals will decrease.	5/24/2018 weekly
G2.MA1 🔑 M342247	We will know that HJH has undergone a shift in culture when feedback from students, parents, and...	Vasquez, Gilbert	8/10/2017	Students and Staff will have less absenteeism and an evident sense of pride toward HJH. The majority of the feedback from the surveys should also support positive culture change at HJH. Informal and formal discussions at leadership, faculty, and PLC meetings will also serve as evidence in meeting this goal.	5/24/2018 daily
G2.B3.S1.A2 🔑 A326917	The administration will create an area for staff to socialize and build relationships	Stagg, Suzanne	8/2/2017		5/24/2018 quarterly
G2.B3.S1.A3 🔑 A326918	Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some...	Vasquez, Gilbert	8/10/2017	Student attendance during scheduled lunches at the pavilion area located in the commons.	5/24/2018 daily

V. Professional Development Opportunities

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

G1. Staff will consistently provide well planned instruction that matches a shared definition of rigor that coordinates to the Florida Standards every period with all students daily.

G1.B6 No common definition of rigor

G1.B6.S1 Develop and implement a shared definition of rigor across the school

PD Opportunity 1

D2D Expectations

Facilitator

Sheryl Mosley

Participants

Leadership Team

Schedule

On 8/1/2017

PD Opportunity 2

HMH Collections ELA

Facilitator

Sherri Kouns

Participants

6-8th Grade ELA Teachers

Schedule

Monthly, from 8/1/2017 to 5/24/2018

PD Opportunity 3

Engage NY Math Planning and Best Practices

Facilitator

Michelle Shepard

Participants

6-8th Grade Math Teachers

Schedule

Monthly, from 8/2/2017 to 8/2/2017

PD Opportunity 4

Study Island

Facilitator

Michelle Shepard

Participants

6-8th Grade Science Teachers

Schedule

Weekly, from 8/2/2017 to 5/24/2018

PD Opportunity 5

Read 180 Training

Facilitator

Sherri Kouns

Participants

Tracey Nix, Yolanda Gray, and TBA

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 6

Discovery Education Training

Facilitator

Michelle Shepard

Participants

6th and 8th Grade Social Studies Teachers

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 7

Civics Curriculum & Best Practices

Facilitator

Sherri Kouns

Participants

7th Grade Civics Teachers

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 8

D2D Curriculum and Best Practice Math

Facilitator

Michelle Shepard

Participants

6-8th Grade Math Teachers

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 9

Curriculum Framework Strategies Training

Facilitator

Aimee Smith

Participants

Instructional Staff

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 10

D2D Curriculum Planning and Best Practices ELA

Facilitator

Lisa DeAnda

Participants

6-8th Grade ELA Teachers

Schedule

Monthly, from 8/2/2017 to 5/24/2018

PD Opportunity 11

D2D Expectations

Facilitator

Sheryl Mosley

Participants

Instructional Staff

Schedule

On 11/3/2017

PD Opportunity 12

Read 180 Curriculum Planning

Facilitator

Sherri Kouns

Participants

Tracey Nix, Yolanda Gray, TBA

Schedule

Monthly, from 11/3/2017 to 5/24/2018

PD Opportunity 13

iReady: Getting Started Training

Facilitator

Christine Busenbark

Participants

Instructional Staff

Schedule

On 8/7/2017

PD Opportunity 14

RtI Curriculum & Best Practices

Facilitator

Lisa DeAnda

Participants

Reasearch Instructional Staff Math and Language Arts

Schedule

On 8/8/2017

PD Opportunity 15

iReady Support Training Diagnostic 1 Review

Facilitator

Christie Busenbark

Participants

Instructional Staff

Schedule

On 9/25/2017

PD Opportunity 16

Crisis Training

Facilitator

James Adler

Participants

HJH Staff

Schedule

On 10/25/2017

PD Opportunity 17

Teacher Observations

Facilitator

Sherri Kouns

Participants

HJH Instructional Staff

Schedule

On 11/30/2017

PD Opportunity 18

Epson Instructional Usage

Facilitator

Dustin Rodriguez

Participants

HJH Instructional Staff

Schedule

On 2/23/2018

PD Opportunity 19

AVID Training

Facilitator

Sarah Newman and Jessica Gilliard

Participants

HJH Instructional Staff

Schedule

On 2/23/2018

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

G2.B3 Lack of unified/active Leadership Team

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH.

PD Opportunity 1

Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some social time with their peers outside during lunch times

Facilitator

Sheryl Mosley

Participants

HJH students

Schedule

Daily, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. HJH will create an environment that instills a sense of pride and trust among students, staff, and community.

G2.B3 Lack of unified/active Leadership Team

G2.B3.S1 Create a leadership team that will work together to problem solve and brainstorm ideas to improve the culture at HJH.

TA Opportunity 1

Create a Leadership Team that will work closely together to problem solve

Facilitator

Sheryl Mosley

Participants

Leadership Team

Schedule

On 8/1/2017

TA Opportunity 2

The administration will create an area for staff to socialize and build relationships

Facilitator

Sheryl Mosley

Participants

All Staff

Schedule

Quarterly, from 8/2/2017 to 5/24/2018

VII. Budget

1	G1.B6.S1.A1	D2D Expectations	$0.00
2	G1.B6.S1.A10	D2D Curriculum Planning and Best Practices ELA	$0.00
3	G1.B6.S1.A11	D2D Expectations	$0.00
4	G1.B6.S1.A12	Read 180 Curriculum Planning	$0.00
5	G1.B6.S1.A13	iReady: Getting Started Training	$0.00

6	G1.B6.S1.A14	RtI Curriculum & Best Practices	$0.00
7	G1.B6.S1.A15	iReady Support Training Diagnostic 1 Review	$0.00
8	G1.B6.S1.A16	Crisis Training	$0.00
9	G1.B6.S1.A17	Teacher Observations	$0.00
10	G1.B6.S1.A18	Epson Instructional Usage	$0.00
11	G1.B6.S1.A19	AVID Training	$0.00
12	G1.B6.S1.A2	HMH Collections ELA	$0.00
13	G1.B6.S1.A3	Engage NY Math Planning and Best Practices	$0.00
14	G1.B6.S1.A4	Study Island	$0.00
15	G1.B6.S1.A5	Read 180 Training	$0.00
16	G1.B6.S1.A6	Discovery Education Training	$0.00
17	G1.B6.S1.A7	Civics Curriculum & Best Practices	$0.00
18	G1.B6.S1.A8	D2D Curriculum and Best Practice Math	$0.00
19	G1.B6.S1.A9	Curriculum Framework Strategies Training	$0.00
20	G2.B3.S1.A1	Create a Leadership Team that will work closely together to problem solve	$0.00
21	G2.B3.S1.A2	The administration will create an area for staff to socialize and build relationships	$0.00
22	G2.B3.S1.A3	Students will be challenged and rewarded for good behavior in the cafeteria by allowing them some social time with their peers outside during lunch times	$0.00
		Total:	$0.00