Sara Scott Harllee Middle School

2015-16 School Improvement Plan

Sara Scott Harllee Middle School

6423 9TH ST E, Bradenton, FL 34203

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	F	D

Preliminary 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 Manatee 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sara Scott Harllee Middle School will provide a rigorous curriculum and multiple learning opportunities in a safe and nurturing environment that encourages each student to strive for and meet his/her potential.

Provide the school's vision statement

Sara Scott Harllee School supports our community with a safe learning environment that inspires pride and provides the knowledge to explore future opportunities.

School Environment

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

Sara Scott Harllee Middle School is certainly representative of the community in which the school is located. Our diversity is our strength. It will benefit both the teachers and the students.
1.Teachers do an immediate scan of each classroom to determine the class make-up.
2.Teachers review individual student's academic history as well as the social history in the room.
3.Students and teachers share in this on-going getting-to-know-you experience because relationships are so critical to teaching and learning.
4.There is no one label that can be applied to all students. Individual students matter!
5.Teachers greet students at the classroom door.
6.The teacher studies what works or does not work with students. Teachers willingly make adjustments based on individual student needs.
7.Teachers engage in meaningful conversations with students in an effort to garner as much information as possible.
8.Teachers will plan lessons that are differentiated and responsive to the students.
9.Teachers work to maintain a healthy, professional relationship with students.

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

Every student deserves a school that is safe, secure and offers a high quality education; but, we all share in the responsibility to ensure that this happens. Sara Scott Harllee Middle School is a Positive Behavior School. The Positive Behavior System is a collection of effective practices, interventions, and change strategies to help schools provide supportive structures while students learn to make appropriate behavior choices. The CHAMPS classroom management system is employed by teachers in an effort to maintain a school-wide instructional structure in which students are responsible, motivated, and highly engaged in learning. A discipline matrix has been added to the discipline process to ensure consistency in response to inappropriate behavior choices. Security cameras are also placed strategically throughout the building.

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

Even though our academic program is our highest priority, we know that the development of character is equally as important. Every student receives a planner which includes the Harllee Code of Student Conduct, including the discipline matrix. Teachers spend the first few days of school to review the Code of Conduct with students. Teachers receive training prior to the start of school to review the behavioral system, including Positive Behavior Support and CHAMPS. There is an active PBS Committee who is charged with monitoring discipline data and troubleshooting interventions where they are required. The Leadership Team will be monitoring data to ensure that target goals are being met with regards to student behavior. The administrative team will be actively in classroom walkthroughs to monitor and protect the instructional momentum.

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

Guidance services are available to all students. Sara Scott Harllee Middle School also has a School Psychologist, School Social Worker, Graduation Enhancement Technician and Behavioral Technician as needed. Registered and Licensed Nurse, and other community support personnel who are available to students on an as-needed basis regarding social-emotional needs. Departments are encouraged to use common planning times to monitor student data that would indicate any student who may require some type of intervention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

All teachers will maintain accurate attendance records, including logs of telephone calls made to parents. Attendance notes from parents or contact from parents regarding student absences are monitored by the Office staff. If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90- calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The Graduation Enhancement Technician (GETS) is committed to making contact with families, including making home visits. The GETS will be involved in working with students and their families to remedy the barriers contributing to this problem. Other Early Warning System data that are closely monitored include, but are not limited to course failure rates, the number of discipline infractions by student. The Leadership Team will be responsible for monitoring this data during monthly meetings.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	80	81	85	246
One or more suspensions	97	101	98	296
Course failure in ELA or Math	38	60	25	123
Level 1 on statewide assessment	59	80	69	208

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	38	60	25	123

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

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/ enrichment in all classes by providing classroom support and teacher training.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in academic and behavioral area.
4. Communicate school-wide data to teachers and facilitate problem solving within the departments.
5. Assist teacher teams with intervention strategies.
6. Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
7. Maintain the integrity of classroom walkthroughs to ensure the quality of instruction from classroom to classroom.
8. Review data from district benchmark assessments; make intentional decisions in response to questions posed by the data.
9. Intensive Reading and Intensive Math classes are used to remediate and support learners.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/182510.

Description
A PIP has been uploaded for this school or district - see the link above.

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

A team of teachers went door to door in an effort to let community partners know that we are in the neighborhood and we would like to build a partnership. So, we have extended our boundaries in an effort to welcome community involvement. The faith-based community groups are engaged in providing activities to engage students in healthy recreational fun outside of the school day. A number of the groups volunteer to support school activities. Through Manatee Technical College, GED classes are offered to parents. In addition, English classes are offered for second language parents.

Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bradley, Verdya	Principal
Busby, Susan	Instructional Media
Faller, Amanda	Teacher, K-12
Jones, Jacquelin	Dean
Maxey, Tina	Teacher, ESE
Myers, Joshua	Teacher, K-12
Taylor, Linda	Instructional Coach
King, Ronnie	Assistant Principal

Duties

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

Leadership Team Responsibilities
? Maintain open communication with school community (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and newsletters.
? Review school-wide data monthly and respond appropriately.
? Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions with regards to student performance.
? Work collaboratively with the staff to ensure that a standards-based instructional program is followed school.
? Coordinate efforts with other school-based teams, i.e. PBS and departments

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

This process starts with the district allocation process. Staffing patterns are established district-wide; major curriculum purchases are determined at the district level; and, any specialized instructional programs are identified by the district. So, alignment becomes adherence to what has been determined at the district level. The School Based Leadership Team serves as a hub for all teams meeting across the campus. The Team engages in data-based problem solving. Data are derived from formative, summative, and teacher-made assessments to identify areas in need of support. Data from the early warning system is also reviewed to monitor student performance. Additionally, the MTSS team is comprised of the requisite teachers based on the identified student. The meets to review pertinent student data related to student performance, attendance, discipline, and social and emotional issues. Student progress will be monitored and reviewed periodically to determine progress and reassess the need for additional interventions.
As a Title I school, Harllee benefits from a number of local, district, state, and federal funding sources. These source are used to maximize the reach of all instructional program and services.
Title I, Part A: Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science

and mathematics.

Title I, Part C- Migrant: The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ESOL Liaison coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D: The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II: Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. The district has opted not to assign Title I schools.

Title III: Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless: Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide support for Level 1 and Level 2 reading and math students and to support credit recovery for students who have failed core course.

Comprehensive Reading Program: CRP funds are used to support the supplemental material used for the Level 1 and Level 2 readers.

Community Eligibility Option through Food Service -All of Harllee Middle School benefit by receiving free breakfast, lunch and dinner during the school year and breakfast and lunch during the summer months.

Go Grrrls and Go Guys – is a grant funded program for building self-esteem in students and teaching overall strategies for being a healthy, well-rounded teens. This is an after school program.

MTC Adult ESOL Program – This program offers two different classes for adults. The first class is for adults that want to learn English. The second class is for adults that want to obtain their GED. These classes are offered twice a week throughout the fall and spring.

Boys and Girls Club – provides after school activities for the students at Harllee Middle.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Verdya Bradley	Principal
Sylvia Avalos	Teacher
Leigh DouBrava	Teacher
Sharon Harrikissoon	Parent
Erin Cruz	Parent
Angela Hamm	Parent
Amanda Cooper	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 SAC committee had become defunct by the spring. At the scheduled meeting in April, not one member showed for the meeting to review the results of the SIP. There were two other scheduled meetings in which the committee did conduct reviews of progress being made on the SIP goals.

Development of this school improvement plan

The September meeting is focused on the development and the review of the SIP. The SAC Committee will review the school-wide data from the previous year since the current data is not available. This meeting will provide the foundation for the committee members to continue ongoing support and input into monitoring the progress on SIP goals.

Preparation of the school's annual budget and plan

The school's annual budget is typically set during the district's allocation process. There is not a lot of flexibility with staffing or with any of the remaining funds. The SAC Committee was made aware of the budgeting process and the various funding streams.

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

The funds were used to pay for subs in order to enable Leadership Team members to attend meetings during the day.

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

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

Last year, Harllee was not in compliance. They will be this year with meetings scheduled monthly on the fourth Tuesday of every month starting in September. Parents and community members will be added, but as of now there is one parent and one community member who have agreed to serve.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Taylor, Linda	Instructional Coach
	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Implement Successmaker with 100% fidelity in all Reading classes.
Provide a reading class to all students who received a Level 1 or 2 on FCAT 2.0 in 2013-14
Supoort the connection between reading and writing in all content areas through a schoolwide writing plan.
Ensure that text complexity, text dependent questions and scaffolding are strategies used in all content areas by providing professional development to all content area teachers on monthly department planning days. Professional development to be provided by district curriculum specialists and district instructional coaches.
Ensure that student data chats are being held at least once a month with students.

Ensure that there is a monthly assessment celebration recognizing students making growth on their assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The master schedule has been designed to provide opportunities for common planning time for content area teachers. Grade level teams also meet regularly. Relevant student data are provided to focus the meetings on students' academic needs, monitoring of student progress, and effectiveness of the instructional program.
Opportunities for voluntary working lunches are provided to encourage more staff engagement to share best practices, to discuss student needs, and to minimize teacher isolation.

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

As the district has increased its efforts to recruit and retain a highly qualified staff, the school has participated in efforts to this end. Every opportunity is taken to select candidates who are committed to the population at Harllee Middle School. Additionally, effort has been made to recruit bilingual staff. Effort has been made to create an internal supportive environment. Veteran teachers have been encouraged to visit and support the new teachers; the new teachers have been encouraged to visit the classroom of the veteran teachers.

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

All first year teachers participate in the Manatee County Teacher Induction program. An Orientation program was held at the beginning of the year. Each teacher will be assigned a mentor teacher from the district. The Induction Program is designed to build the capacity of new teachers in their efforts to maximize learning. The program also provides opportunities to strengthen their knowledge of instructional strategies, to strengthen their understanding of the needs of diverse learners, and to encourage personal professional growth and development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Curriculum pacing guides and maps are provided from the district. The District staff has vetted each of the tools to ensure alignment with the Florida standards. Teachers are encouraged to work together in grade level teams and content area teams to review standards to minimize misunderstanding. Ongoing discussions and problem solving activities strengthens instructional practices. Training is also provided to strengthen and encourage personal professional growth.

Instructional Strategies

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

All students who have scored at Level 1 and Level 2 on the state assessment are placed in Intensive Reading and Intensive Math in an effort to fill achievement gaps. Data are gathered from Success Maker, SRA Reading, SunBay Math, Acaletics, and grade level text, including quarterly benchmarks to monitor student progress. Grade level instruction is provided aligned to the LAFS and MAFS. Resources are provided to support the instructional program. Teacher hold data chats with the students. Students are encouraged to maintain interactive notebooks to self-monitor progress. Supports have also been put in place to support both the ESE and the ELL learners.

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: After School Program

Minutes added to school year: 21,600

Boys and Girls club provides after school activities for 2 hours each afternoon. These activities include tutoring, homework help, and enrichment activities such as art and athletics. The after school program ensures that students are in a safe environment where they can expand their knowledge base and gain positive extra curricular experiences. This program is offered free to all students.

Strategy Rationale

Additional time is needed at school to provide an environment for learning and enriching activities. Many students have one parent or no parent at home after school so this also provides a safe supervised place for them to be.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bradley, Verdya, bradleyv@manateeschools.net

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

Boys and Girls club collects data throughout the school year to analyze the effectiveness of the overall program and their program offerings. The data collected includes grades, test history, discipline of students, attendance and actual daily participation.

Strategy: After School Program

Minutes added to school year: 7,200

ELL learners are encouraged to remain after school for tutoring. Students are allowed to complete homework, get help with classwork, and complete language development activities.

Strategy Rationale

In terms of language development, the second language learner needs the additional time and exposure to the academic language to help with achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bradley, Verdya, bradleyv@manateeschools.net

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

Student performance data, benchmark assessment

Strategy: Before School Program

Minutes added to school year: 8,100

In an effort to encourage the students to arrive at school on time and to provide a healthy recreational outlet this is an opportunity for recess. There is research that suggests that schools that have provided this before school activity, the students are more likely to arrive on time and the behaviors also improve.

Strategy Rationale

This program is in response to some of the early warning systems data related to tardiness and attendance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Ronnie, kingr@manateeschools.net

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

Number of students served in Breakfast, Attendance, and Tardiness

Strategy: Extended School Day

Minutes added to school year: 18,000

The PLATO Lab will provide an opportunity both before and after school for student who have fallen behind to complete credit recovery courses in an effort to minimize the number of retentions and to increase the number of students who are ready for high school based on the student progression plan.

Strategy Rationale

To decrease the number of students who are required to use the district's transition program for high school because they have not had the opportunity to complete credit recovery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bradley, Verdya, bradleyv@manateeschools.net

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

Course completions, Number of 8th graders who successfully complete all 12 points required for promotion to high school

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For eighth graders who are transitioning to the high school, there are several opportunities for the high school staff to conduct both large group and small group discussion groups.
For incoming sixth graders, an orientation night is held. Students are able to pick up class schedules, take school tours hosted by student leaders, pick up uniforms and meet some staff members.
In addition, there are staff members who visit the feeder elementary schools to assist some families to make the transition to middle school.

College and Career Readiness

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

The AVID (Advancement via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. There is a college readiness component included in the eighth grade curriculum. The Boys and Girls club program provides field trips and encourages career exploration.

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

Harllee Middle School offers the following Career, Technical Education programs: Arts, Technology and Digital Media. There has been a complete staff change so work is being done this year to redesign the program, including working towards courses for industry certification.

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

This is a work in progress. Currently, the technology team has combined with an English Language Arts teacher to complete digital projects, including creating a student newsletter to encourage student writing.

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

Everything we do at Harllee Middle School is done with the future of our students in mind. The belief is that if we provide them with a solid academic background, strong literacy skills, and strong social and emotional skills, the students will go far in any postsecondary arena.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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.   G6: During the 2015-2016 school year, the school will monitor the early warning data, including tardiness and attendance in an effort to decrease the number of students with absences of 15 or more days by 5% to 10% as evidenced by early warning system data.

G2.   G5: During the 2015-2016 school year, the school will decrease the number of suspensions by 10% by implementing a structured discipline system as evidenced by a decrease in the number of suspension days.

G3.   During the 2015-2016 school year, the school will strengthen the progress monitoring system to ensure that everyone is focusing on data and continuous improvement as evidenced by data discussions and minutes from 100% of the department meetings, grade level meetings, and leadership meetings.

G4.   During the 2015-2016 school year, the school will strengthen the instructional program by providing the appropriate instructional training and ongoing support in an effort to ensure quality, engaging instruction in 100% of the classrooms.

G5.   During the 2015-2016 school year, the school will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement as evidenced by a reduction in the number of course failures.

Strategic Goals Detail

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

G1. G6: During the 2015-2016 school year, the school will monitor the early warning data, including tardiness and attendance in an effort to decrease the number of students with absences of 15 or more days by 5% to 10% as evidenced by early warning system data. 1a

Targets Supported 1b

G072196

Indicator	Annual Target

Resources Available to Support the Goal 2

- FOCUS system to track data

- Graduation Enhancement Technician

- Social Worker support two days per week

Targeted Barriers to Achieving the Goal 3

- No system in place to monitor early warning system data

Plan to Monitor Progress Toward G1. 8

Walk throughs, Lesson Plans, FSA Results, EWS data

Person Responsible

Verdya Bradley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Reduction in the number of EWS offenses as kept in FOCUS system, discipline reports, classroom disruptions, calls for assistance

G2. G5: During the 2015-2016 school year, the school will decrease the number of suspensions by 10% by implementing a structured discipline system as evidenced by a decrease in the number of suspension days. 1a

Targets Supported 1b   🔍 G072197

Indicator	Annual Target

Resources Available to Support the Goal 2

- District Code of Conduct, School Policy and Procedures, Dean, Teacher Assistant for ISS

Targeted Barriers to Achieving the Goal 3

- No structures in place to support positive behavioral choices

Plan to Monitor Progress Toward G2. 8

Walk throughs, Discipline data, Student engagement, Classroom performance data

Person Responsible
Ronnie King

Schedule
Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Walk throughs, Lesson Plans, Discipline data

G3. During the 2015-2016 school year, the school will strengthen the progress monitoring system to ensure that everyone is focusing on data and continuous improvement as evidenced by data discussions and minutes from 100% of the department meetings, grade level meetings, and leadership meetings. `1a`

🔍 G072198

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Curriculum Maps

- District Curriculum Pacing Guides

- Benchmark Assessments

- Appropriate textbooks and materials

Targeted Barriers to Achieving the Goal `3`

- Instability in leadership

Plan to Monitor Progress Toward G3. `8`

Collection of meeting agendas, meeting minutes, and faculty meetings that indicate a focus on continuous improvement

Person Responsible

Verdya Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Danielson Evaluation Data

G4. During the 2015-2016 school year, the school will strengthen the instructional program by providing the appropriate instructional training and ongoing support in an effort to ensure quality, engaging instruction in 100% of the classrooms. 1a

Targets Supported 1b

G072199

Indicator	Annual Target

Resources Available to Support the Goal 2

- Ongoing Training and Support with rigorous instruction

Targeted Barriers to Achieving the Goal 3

- Lesson plans did not support rigorous instruction

Plan to Monitor Progress Toward G4. 8

Walk throughs, Lesson Plans, FSA Results, Classroom Observations

Person Responsible

Verdya Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, classroom room observations, Danielson evaluation results

G5. During the 2015-2016 school year, the school will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement as evidenced by a reduction in the number of course failures. 1a

🔍 G072200

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
One or More Suspensions	20.0

Resources Available to Support the Goal 2

- School support person and clerk who will monitor attendance and send letters, hold conferences, etc. and focus on discipline
- ISS staff member who can monitor students for one hour after school to complete missing work due to absences
- Office person who monitors teacher's input of attendance every period
- PBS committee that meets monthly to plan incentives, school wide procedures, etc.
- Graduation Enhancement Technician

Targeted Barriers to Achieving the Goal 3

- Lack of structures in place to ensure monitoring tof EWS data

Plan to Monitor Progress Toward G5. 8

Monthly the students who attend ISS will be listed and the reason for them attending during the day or after school. Also, monthly the number of attendance letters, attendance contracts, conferences and phone calls will be monitored.

Person Responsible

Jacquelin Jones

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, included decreased failures, Student engagement, including improved student performance/achievement data, Attendance data, including an increased daily attendance rate

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. G6: During the 2015-2016 school year, the school will monitor the early warning data, including tardiness and attendance in an effort to decrease the number of students with absences of 15 or more days by 5% to 10% as evidenced by early warning system data. 1

🔑 G072196

G1.B6 No system in place to monitor early warning system data 2

🔑 B188229

G1.B6.S1 Establish and implement a school-wide system with regards to early warning system data, including parent calls, home visits, ongoing monitoring. 4

🔑 S199676

Strategy Rationale

It is clear that students are much more likely to meet with success if they are in attendance.

Action Step 1 5

The Graduation Enhancement Technician and the Dean will be an integral part of the monitoring of EWS data.

Person Responsible

Jacquelin Jones

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Phone logs, parents contacts, home visits, parent conferences, FOCUS student data system

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

Quick response time to EWS offenses: classroom disruptions, tardiness, absences,

Person Responsible

Jacquelin Jones

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Phone logs, FOCUS student system data, calls to classrooms. disruptions to learning environment

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

School-wide system of monitoring EWS data is in place

Person Responsible

Jacquelin Jones

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

FOCUS student system data, discipline reports, parent contacts, parent conferences

G2. G5: During the 2015-2016 school year, the school will decrease the number of suspensions by 10% by implementing a structured discipline system as evidenced by a decrease in the number of suspension days. 1

🔍 G072197

G2.B2 No structures in place to support positive behavioral choices 2

🔍 B188232

G2.B2.S1 Develop a matrix and share with students and parents to create a culture of consistency with regards to discipline. 4

🔍 S199677

Strategy Rationale

Students respond better wtihin a system of consistency

Action Step 1 5

Communicate the discipline structure

Person Responsible

Verdya Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Walk throughs, Discipline data, Student engagement, Classroom performance data, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Evidence of PBS and CHAMPS being implemented within each classroom

Person Responsible

Ronnie King

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Fewer classroom disruptions, Fewer suspensions, Parent satisfaction with school

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Implementation of PBS and CHAMPS strategies schoolwide

Person Responsible

Ronnie King

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Classroom observations, EWS data, Decrease in the number of discipline infractions, positive learning environment

G3. During the 2015-2016 school year, the school will strengthen the progress monitoring system to ensure that everyone is focusing on data and continuous improvement as evidenced by data discussions and minutes from 100% of the department meetings, grade level meetings, and leadership meetings. `1`

`G072198`

G3.B1 Instability in leadership `2`

`B188233`

G3.B1.S1 Provide adequate direction and support for teachers during this period of development. `4`

`S199678`

Strategy Rationale

With given direction and support, instruction will improve and thus student achievement will improve.

Action Step 1 `5`

Ongoing support will be provided in the classroom for skill development with regard to the distribution of timely data

Person Responsible

Verdya Bradley

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans reflecting the use of data, Student Engagement, Grade level meetings and department meeting notes to discuss data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk through data, Classroom observations, Lesson Plans, Minutes from meetings, Teacher satisfaction during reflection

Person Responsible

Verdya Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student performance data, Classroom observations, Conversations with teachers

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Improvement in teacher skills for providing quality, standards based instruction

Person Responsible

Verdya Bradley

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Evaluation data, Classroom observations

G4. During the 2015-2016 school year, the school will strengthen the instructional program by providing the appropriate instructional training and ongoing support in an effort to ensure quality, engaging instruction in 100% of the classrooms. 1

🔑 G072199

G4.B1 Lesson plans did not support rigorous instruction 2

🔑 B188234

G4.B1.S1 Ongoing training, support, and coaching to ensure rigorous instruction 4

🔑 S199679

Strategy Rationale

The teacher is the number one impact when it comes to achievement.

Action Step 1 5

Ongoing Training and Support with rigorous instruction

Person Responsible

Verdya Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will submit weekly lesson plans

Person Responsible

Verdya Bradley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Improved lesson planning, increased student engagement, improved student performance. improved learning environment

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Improved lesson planning; improved teacher skills

Person Responsible

Verdya Bradley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson Plans meet the requisite level of rigor as determined by grade level standards

G5. During the 2015-2016 school year, the school will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement as evidenced by a reduction in the number of course failures. `1`

🔍 G072200

G5.B5 Lack of structures in place to ensure monitoring tof EWS data `2`

🔍 B188239

G5.B5.S1 Graduation Enhancement Technician provides immediate support and intervention for students with attendance and discipline concerns. `4`

🔍 S199684

Strategy Rationale

With someone to provide immediate response to EWS data, corrective feedback and support is provided.

Action Step 1 `5`

Provide an activity period prior to the start of school to encourage student attendance and to minimize tardiness.

Person Responsible

Jacquelin Jones

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Improved daily attendance, decreased tardiness, phone logs, logs of home visits

Plan to Monitor Fidelity of Implementation of G5.B5.S1 `6`

GETS will maintain an active data base of pertinent data

Person Responsible

Ronnie King

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student data with regards to attendance, tardiness

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 `7`

Established data base being shared with leadership

Person Responsible

Ronnie King

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Improvement in student attendance, improved student performance

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	The Graduation Enhancement Technician and the Dean will be an integral part of the monitoring of EWS data.	Jones, Jacquelin	8/24/2015	Phone logs, parents contacts, home visits, parent conferences, FOCUS student data system	6/10/2016 daily
G2.B2.S1.A1	Communicate the discipline structure	Bradley, Verdya	9/1/2015	Walk throughs, Discipline data, Student engagement, Classroom performance data, classroom observations	6/3/2016 monthly
G3.B1.S1.A1	Ongoing support will be provided in the classroom for skill development with regard to the distribution of timely data	Bradley, Verdya	9/1/2015	Walk throughs, Classroom Observations, Lesson Plans reflecting the use of data, Student Engagement, Grade level meetings and department meeting notes to discuss data	6/3/2016 daily
G4.B1.S1.A1	Ongoing Training and Support with rigorous instruction	Bradley, Verdya	9/1/2015	Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B5.S1.A1	Provide an activity period prior to the start of school to encourage student attendance and to minimize tardiness.	Jones, Jacquelin	9/1/2015	Improved daily attendance, decreased tardiness, phone logs, logs of home visits	6/3/2016 daily
G1.MA1	Walk throughs, Lesson Plans, FSA Results, EWS data	Bradley, Verdya	9/1/2015	Reduction in the number of EWS offenses as kept in FOCUS system, discipline reports, classroom disruptions, calls for assistance	6/3/2016 weekly
G1.B6.S1.MA1	School-wide system of monitoring EWS data is in place	Jones, Jacquelin	9/1/2015	FOCUS student system data, discipline reports, parent contacts, parent conferences	6/3/2016 monthly
G1.B6.S1.MA1	Quick response time to EWS offenses: classroom disruptions, tardiness, absences,	Jones, Jacquelin	9/1/2015	Phone logs, FOCUS student system data, calls to classrooms. disruptions to learning environment	6/3/2016 daily
G2.MA1	Walk throughs, Discipline data, Student engagement, Classroom performance data	King, Ronnie	8/24/2015	Walk throughs, Lesson Plans, Discipline data	5/31/2016 weekly
G2.B2.S1.MA1	Implementation of PBS and CHAMPS strategies schoolwide	King, Ronnie	9/1/2015	Classroom observations, EWS data, Decrease in the number of discipline infractions, positive learning environment	6/3/2016 quarterly
G2.B2.S1.MA1	Evidence of PBS and CHAMPS being implemented within each classroom	King, Ronnie	9/1/2015	Fewer classroom disruptions, Fewer suspensions, Parent satisfaction with school	6/3/2016 daily
G3.MA1	Collection of meeting agendas, meeting minutes, and faculty meetings that indicate a focus on continuous improvement	Bradley, Verdya	9/1/2015	Danielson Evaluation Data	6/3/2016 monthly
G3.B1.S1.MA1	Improvement in teacher skills for providing quality, standards based instruction	Bradley, Verdya	9/1/2015	Evaluation data, Classroom observations	6/3/2016 quarterly
G3.B1.S1.MA1	Walk through data, Classroom observations, Lesson Plans, Minutes from meetings, Teacher satisfaction during reflection	Bradley, Verdya	9/1/2015	Lesson Plans, Student performance data, Classroom observations, Conversations with teachers	6/3/2016 monthly
G4.MA1	Walk throughs, Lesson Plans, FSA Results, Classroom Observations	Bradley, Verdya	9/1/2015	Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, classroom room observations, Danielson evaluation results	6/3/2016 monthly
G4.B1.S1.MA1	Improved lesson planning; improved teacher skills	Bradley, Verdya	9/1/2015	Lesson Plans meet the requisite level of rigor as determined by grade level standards	6/3/2016 weekly
G4.B1.S1.MA1	Teachers will submit weekly lesson plans	Bradley, Verdya	9/1/2015	Improved lesson planning, increased student engagement, improved student performance. improved learning environment	6/3/2016 weekly
G5.MA1	Monthly the students who attend ISS will be listed and the reason for them attending during the day or after school. Also, monthly the number of attendance letters, attendance contracts, conferences and phone calls will be monitored.	Jones, Jacquelin	9/1/2015	Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, included decreased failures, Student engagement, including improved student performance/ achievement data, Attendance data, including an increased daily attendance rate	6/3/2016 monthly
G5.B5.S1.MA1	Established data base being shared with leadership	King, Ronnie	9/1/2015	Improvement in student attendance, improved student performance	6/3/2016 monthly
G5.B5.S1.MA1	GETS will maintain an active data base of pertinent data	King, Ronnie	9/1/2015	Student data with regards to attendance, tardiness	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. G5: During the 2015-2016 school year, the school will decrease the number of suspensions by 10% by implementing a structured discipline system as evidenced by a decrease in the number of suspension days.

G2.B2 No structures in place to support positive behavioral choices

G2.B2.S1 Develop a matrix and share with students and parents to create a culture of consistency with regards to discipline.

PD Opportunity 1

Communicate the discipline structure

Facilitator

CHAMPS, PBS

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G4. During the 2015-2016 school year, the school will strengthen the instructional program by providing the appropriate instructional training and ongoing support in an effort to ensure quality, engaging instruction in 100% of the classrooms.

G4.B1 Lesson plans did not support rigorous instruction

G4.B1.S1 Ongoing training, support, and coaching to ensure rigorous instruction

PD Opportunity 1

Ongoing Training and Support with rigorous instruction

Facilitator

Mindstep, Inc., CHAMPS, District Staff, PD Department

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B6.S1.A1	**The Graduation Enhancement Technician and the Dean will be an integral part of the monitoring of EWS data.**	$0.00
2	G2.B2.S1.A1	**Communicate the discipline structure**	$0.00
3	G3.B1.S1.A1	**Ongoing support will be provided in the classroom for skill development with regard to the distribution of timely data**	$0.00
4	G4.B1.S1.A1	**Ongoing Training and Support with rigorous instruction**	$0.00
5	G5.B5.S1.A1	**Provide an activity period prior to the start of school to encourage student attendance and to minimize tardiness.**	$0.00
		Total:	**$0.00**