

Manatee County Public Schools

Sara Scott Harlee Middle School



2016-17 Schoolwide Improvement Plan

Sara Scott Harlee Middle School

6423 9TH ST E, Bradenton, FL 34203

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	F*	F	F

**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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Sara Scott Harllee Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Sara Scott Harlee 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 to meet his/her potential.

b. Provide the school's vision statement.

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

2. School Environment

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

Sara Scott Harlee 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.

b. 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 Harlee Middle School follows the District Code of Student Conduct. In addition, the school has established some internal behavior guidelines. Security cameras are also placed strategically throughout the building.

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.

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 Harlee Code of Student Conduct. Teachers spend the first few days of school to review the Code of Conduct with students. 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 to protect the instructional momentum.

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.

Guidance services are available to all students. Sara Scott Harlee Middle School 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.

3. Early Warning Systems

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

a. 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.

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	0	19	27	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	26	22	31	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	55	67	69	0	0	0	0	191
Level 1 on statewide assessment	0	0	0	0	0	0	56	64	63	0	0	0	0	183

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	0	0	60	25	0	0	0	85

c. 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.
10. The GETS, along with the Guidance Counselor and Social Worker, will monitor the attendance of students on the high risk list as well provide support for students in crisis.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305816>.

2. Description

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

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.

A group of volunteers completed a beautification project on campus. The same group will serve as tutors for struggling students. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bradley, Verdya	Principal
Jones, Jacquelin	Dean
Sanders, Sonya	Attendance/Social Work
Taylor, Linda	Instructional Coach
King, Ronnie	Assistant Principal
Burkard, Megan	School Counselor
Felton, Heather	Teacher, K-12
Hargis, Lisa	Teacher, K-12
Avalos, Sylvia	Teacher, K-12
Maxey, Tina	Teacher, ESE

b. Duties

1. 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

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.

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, Harlee 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Verdya Bradley	Principal
Sylvia Avalos	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

There is a problem with maintaining a stable membership for the Advisory Counsel.

b. Development of this school improvement plan

The Leadership Team met to discuss the School Improvement Plan. It was decided that we would largely continue efforts started last year and continue with the same goals. At an early faculty meeting, teachers were asked what they thought were barriers to our success.

c. 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.

2. 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.

Dr. Robyn Jackson presented a workshop during pre-service: Never Work Harder Than Your Students. The workshop was related to building capacity of teachers about rigorous planning.

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.

Last year, Harlee 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.

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
Taylor, Linda	Instructional Coach
Avalos, Sylvia	Teacher, K-12
Jenkins, Nikita	Teacher, K-12
Bradley, Verdya	Principal

b. Duties

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

Implement Successmaker with 100% fidelity in all Reading classes.

Provide a reading class to all students who received a Level 1 or 2 on FSA Reading

Support the connection between reading and writing in all content areas

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.

D. Public and Collaborative Teaching

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

1. 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. In addition, teachers are encouraged to maintain documentation on students who may need tiered support.

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.

2. 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 Harlee 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.

3. 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.

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.

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. Frequent classroom walk throughs provide opportunities for frequent feedback to teachers.

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.

Teachers are encouraged to complete lesson plans that include the 8 high yield strategies identified in the Learning Focus training. Lesson plans are reviewed each week offering feedback to teachers.

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 to monitor student progress. Grade level instruction is provided in small groups aligned to the LAFS and MAFS. Resources are provided to support the instructional program. Teachers hold data chats with the students. Students are encouraged to maintain notebooks and journals to self-monitor progress. Supports have also been put in place to support both the ESE and the ELL learners.

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: 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 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

Jones, Jacquelin, jones6j@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 scheduled in a developmental language class to assist with academic preparation. The language development activities are designed to help students accelerate performance in reading, writing, speaking, and listening.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bradley, Verdy, bradleyv@manateeschools.net

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

Student performance data is maintained using the iLit program. District ESOL staff has been assigned to monitor the progress of the program.

Strategy: Extended School Day

Minutes added to school year: 8,100

An additional period was added to the student day. The additional time provides opportunities for literacy skill development; time is also used to support better time management for students, character development, and goal setting. The Odysseyware Program is also used and will provide an opportunity 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 increase the number of students who are proficient in Reading as measured by the FSA Reading test.

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, Verdy, bradleyv@manateeschools.net

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

District assessments, course completions, and the number of 8th graders who successfully complete all 12 points required for promotion to high school

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 discussions. High school staff conduct a number of focus groups for students and their parents during the spring to assist with this transition.

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.

Even though we do not have an active AVID (Advancement via Individual Determination) program, the students receive a monthly newsletter with AVID strategies that promotes student self-management and personal responsibility for academic success. An enrichment group has also been established during the extended time for students who have tested proficient. These students are engaged in goal setting and discussions regarding college. 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.

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

The District curriculum offers a career component within the US History course for all 8th grade students.

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

All teachers are encouraged to take students to the Tech labs on a regular basis. ELA teachers are expected to have a formal writing activity every other week using the Tech labs. The ELA teachers have monthly meetings with the District ELA staff in an effort to support and encourage the use of the Write to Learn program. The district has scheduled quarterly writing assessments to monitor student progress.

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.

The Odysseyware Program is providing an opportunity for students to complete middle grades courses prior to entering high school. The more that we are able to ensure that students are ready for high school, the more likely the students will be college and career ready.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.** During the 2016-2017 school year, the school will increase the number of proficient students in each of the areas tested by FSA: Reading by 50%; Math by 40%;, Science by 30%, Civics EOC 30%;, and Algebra I EOC 30% by frequently monitoring student performance as measured by district benchmark assessments.
- G2.** During the 2016-2017 school year, the school will monitor the early warning system 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.
- G3.** During the 2016-2017 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.
- G4.** During the 2016-2017 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.

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. During the 2016-2017 school year, the school will increase the number of proficient students in each of the areas tested by FSA: Reading by 50%; Math by 40%;, Science by 30%, Civics EOC 30%;, and Algebra I EOC 30% by frequently monitoring student performance as measured by district benchmark assessments.

1a

G087495

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	30.0
Civics EOC Pass	30.0
Algebra I EOC Pass Rate	30.0

Targeted Barriers to Achieving the Goal 3

- Resignation to accept failure

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional program with supporting materials
- Committed staff
- Technology with appropriate programs and support

Plan to Monitor Progress Toward G1. 8

FSA Test results: Reading, Math, Science Civics EOC, Algebra I EOC

Person Responsible

Verdya Bradley

Schedule

Annually, from 8/10/2016 to 6/30/2017

Evidence of Completion

District benchmark data, teacher-made test/quizzes

G2. During the 2016-2017 school year, the school will monitor the early warning system 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

G087496

Targets Supported 1b

Indicator	Annual Target
Students in seventh grade exhibiting two or more EWS indicators	5.0
Students in eighth grade exhibiting two or more EWS indicators	8.0

Targeted Barriers to Achieving the Goal 3

- Belief System,

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS system to track data
- Graduation Enhancement Technician
- Social Worker support two days per week
- Brightbytes used to track data

Plan to Monitor Progress Toward G2. 8

Daily attendance data, Brightbytes data, FSA Results, EWS data

Person Responsible

Verdya Bradley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Reduction in the number of EWS offenses as kept in FOCUS system, Brightbytes, attendance data

G3. During the 2016-2017 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

G087497

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- No structures in place to support positive behavioral choices

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Ronnie King

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walk throughs, Lesson Plans, Discipline data

G4. During the 2016-2017 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

G087498

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	100.0

Targeted Barriers to Achieving the Goal 3

- Lesson plans did not support rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing Training and Support with rigorous instruction

Plan to Monitor Progress Toward G4. 8

Walk throughs, Lesson Plans, FSA Results, Classroom Observations

Person Responsible

Verdya Bradley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

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. During the 2016-2017 school year, the school will increase the number of proficient students in each of the areas tested by FSA: Reading by 50%; Math by 40%;, Science by 30%, Civics EOC 30%;, and Algebra I EOC 30% by frequently monitoring student performance as measured by district benchmark assessments. 1

G087495

G1.B3 Resignation to accept failure 2

B232585

G1.B3.S1 Increase the frequency of progress monitoring 4

S245497

Strategy Rationale

Minimize the risk of students getting too far behind

Action Step 1 5

Opportunities will be provided during the extended time to monitor student progress.

Person Responsible

Linda Taylor

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Fewer academic failures, district benchmark data, feedback from teachers, Success Maker data, Odyssey Ware Date

Action Step 2 5

Focus of instruction during the extended time is to build literacy skills and problem solving skills for students

Person Responsible

Linda Taylor

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District benchmarks, Success Maker data, Odysseyware data, teacher grades

Action Step 3 5

Increase the capacity of teacher to plan and implement lessons, using the high yield strategies

Person Responsible

Verdya Bradley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Weekly lesson plans, Walk throughs, Training logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Biweekly updates at Administrative meetings to review data

Person Responsible

Verdya Bradley

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Meeting notes, student performance data, teacher feedback, district benchmark data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers review and monitor student learning journals and completion of classwork

Person Responsible

Ronnie King

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher gradebook, classroom data and feedback

G1.B3.S2 Teach students to self monitor personal data, by teaching them the link between intentional effort and outcomes (grades and success). 4

S245498

Strategy Rationale

Keep students aware of the link between personal data and personal goals

Action Step 1 5

Teach goal setting and self-monitoring skills

Person Responsible

Ronnie King

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher feedback regarding student journals, student performance data, classroom behavior

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Ongoing conferences with students regarding performance

Person Responsible

Megan Burkard

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Number of students on track for success, student performance data, teacher feedback, teacher gradebook

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Conferences and data chats with students regarding progress on personal goals

Person Responsible

Megan Burkard

Schedule

Quarterly, from 9/6/2016 to 6/30/2017

Evidence of Completion

Benchmark assessment results, Progress Reports, Report Cards

G2. During the 2016-2017 school year, the school will monitor the early warning system 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

G087496

G2.B2 Belief System, 2

B232587

G2.B2.S1 GETS works with families to ensure that there is an understanding of how student success is impacted by poor attendance and tardiness. 4

S245499

Strategy Rationale

Parents will use students to run errands and/or take care of younger siblings rather than to come to school

Action Step 1 5

The GETS, Guidance Counselor, and Social Worker will monitor daily attendance to ensure that there is a quick response to students who are absent or tardy to school.

Person Responsible

Verdya Bradley

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Decrease in the number of students identified as high risk in the Brightbytes data base

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

GETS and Guidance Counselor will provide regular reports to the Administrative team.

Person Responsible

Verdya Bradley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administration Meeting Agenda, Data presented, Meeting notes, Increase in the number of home visits and parent conferences

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

Receptionist will monitor the sign in and sign out logs

Person Responsible

Verdya Bradley

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Sign in and Sing Out logs

G2.B2.S2 Increase the number of family involved activities in an effort to get families more engaged in schooling. 4

S245500

Strategy Rationale

Establish school as a safe place for parent involvement

Action Step 1 5

Increase the number of family involved activities

Person Responsible

Sonya Sanders

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Activities, Sign in sheets, Agendas, Feedback from families

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Enlist a variety of activities for parents

Person Responsible

Sonya Sanders

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance logs, Feedback from parents

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Parents are more visible in the support of school activities

Person Responsible

Sonya Sanders

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Increase in parent participation in school functions, including student academic performance that will result in improved students attendance.

G3. During the 2016-2017 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

G087497

G3.B2 No structures in place to support positive behavioral choices 2

B232592

G3.B2.S1 Teachers will teach students about appropriate behavior choices. 4

S245503

Strategy Rationale

We can not assume that the students know and understand appropriate classroom behavior if we have not taught them what is expected.

Action Step 1 5

Teachers received training about the important teaching appropriate behavior choices.

Person Responsible

Ronnie King

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Evidence of clearly established processes and procedures

Person Responsible

Ronnie King

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Fewer classroom disruptions, Fewer suspensions, Parent satisfaction with school, Teacher satisfaction with learning environment

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Implementation of clearly established classroom processes an dprocedures

Person Responsible

Ronnie King

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G4. During the 2016-2017 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

G087498

G4.B1 Lesson plans did not support rigorous instruction 2

B232593

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

S245504

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 8/10/2016 to 5/31/2017

Evidence of Completion

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

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

Teachers will submit weekly lesson plans

Person Responsible

Verdya Bradley

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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, improved instruction

Person Responsible

Verdya Bradley

Schedule

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

Evidence of Completion

Instruction aligned to standards, increased student engagement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.B1.S1.MA1 M330953	Improved lesson planning; improved teacher skills, improved instruction	Bradley, Verdya	9/1/2015	Instruction aligned to standards, increased student engagement	6/3/2016 weekly
G2.MA1 M330949	Daily attendance data, Brightbytes data, FSA Results, EWS data	Bradley, Verdya	8/10/2016	Reduction in the number of EWS offenses as kept in FOCUS system, Brightbytes, attendance data	5/31/2017 monthly
G3.MA1 M330952	Walk throughs, Discipline data, Student engagement, Classroom performance data	King, Ronnie	8/10/2016	Walk throughs, Lesson Plans, Discipline data	5/31/2017 weekly
G4.MA1 M330955	Walk throughs, Lesson Plans, FSA Results, Classroom Observations	Bradley, Verdya	8/10/2016	Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, classroom room observations, Danielson evaluation results	5/31/2017 monthly
G1.B3.S1.MA1 M330936	Teachers review and monitor student learning journals and completion of classwork	King, Ronnie	8/10/2016	Teacher gradebook, classroom data and feedback	5/31/2017 weekly
G1.B3.S1.MA1 M330937	Biweekly updates at Administrative meetings to review data	Bradley, Verdya	8/10/2016	Meeting notes, student performance data, teacher feedback, district benchmark data	5/31/2017 biweekly
G1.B3.S1.A1 A317829	Opportunities will be provided during the extended time to monitor student progress.	Taylor, Linda	8/10/2016	Fewer academic failures, district benchmark data, feedback from teachers, Success Maker data, Odyssey Ware Date	5/31/2017 weekly
G1.B3.S1.A2 A317830	Focus of instruction during the extended time is to build literacy skills and problem solving...	Taylor, Linda	8/10/2016	District benchmarks, Success Maker data, Odysseyware data, teacher grades	5/31/2017 weekly
G1.B3.S1.A3 A317831	Increase the capacity of teacher to plan and implement lessons, using the high yield strategies	Bradley, Verdya	8/10/2016	Weekly lesson plans, Walk throughs, Training logs	5/31/2017 monthly
G2.B2.S1.MA1 M330941	Receptionist will monitor the sign in and sign out logs	Bradley, Verdya	8/10/2016	Sign in and Sing Out logs	5/31/2017 daily
G2.B2.S1.MA1 M330942	GETS and Guidance Counselor will provide regular reports to the Administrative team.	Bradley, Verdya	8/10/2016	Administration Meeting Agenda, Data presented, Meeting notes, Increase in the number of home visits and parent conferences	5/31/2017 monthly
G2.B2.S1.A1 A317833	The GETS, Guidance Counselor, and Social Worker will monitor daily attendance to ensure that there...	Bradley, Verdya	8/10/2016	Decrease in the number of students identified as high risk in the Brightbytes data base	5/31/2017 daily
G3.B2.S1.MA1 M330950	Implementation of clearly established classroom processes and dprocedures	King, Ronnie	8/10/2016	Classroom observations, EWS data, Decrease in the number of discipline infractions, positive learning environment	5/31/2017 quarterly
G3.B2.S1.MA1 M330951	Evidence of clearly established processes and procedures	King, Ronnie	8/10/2016	Fewer classroom disruptions, Fewer suspensions, Parent satisfaction with school, Teacher satisfaction with learning environment	5/31/2017 daily
G3.B2.S1.A1 A317838	Teachers received training about the important teaching appropriate behavior choices.	King, Ronnie	8/10/2016	Walk throughs, Discipline data, Student engagement, Classroom performance data, classroom observations	5/31/2017 weekly
G4.B1.S1.MA1 M330954	Teachers will submit weekly lesson plans	Bradley, Verdya	8/10/2016	Improved lesson planning, increased student engagement, improved student performance. improved learning environment	5/31/2017 weekly

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Sara Scott Harlee Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1 A317839	Ongoing Training and Support with rigorous instruction	Bradley, Verdya	8/10/2016	Walk throughs, Classroom assessments, Grading Practices, Lesson Plans, FSA Results, Classroom performance data, book studies	5/31/2017 monthly
G1.B3.S2.MA1 M330939	Ongoing conferences with students regarding performance	Burkard, Megan	9/6/2016	Number of students on track for success, student performance data, teacher feedback, teacher gradebook	5/31/2017 monthly
G1.B3.S2.A1 A317832	Teach goal setting and self-monitoring skills	King, Ronnie	8/10/2016	Teacher feedback regarding student journals, student performance data, classroom behavior	5/31/2017 monthly
G2.B2.S2.MA1 M330943	Parents are more visible in the support of school activities	Sanders, Sonya	8/10/2016	Increase in parent participation in school functions, including student academic performance that will result in improved students attendance.	5/31/2017 quarterly
G2.B2.S2.MA1 M330944	Enlist a variety of activities for parents	Sanders, Sonya	8/10/2016	Attendance logs, Feedback from parents	5/31/2017 monthly
G2.B2.S2.A1 A317834	Increase the number of family involved activities	Sanders, Sonya	8/10/2016	Activities, Sign in sheets, Agendas, Feedback from families	5/31/2017 weekly
G1.MA1 M330940	FSA Test results: Reading, Math, Science Civics EOC, Algebra I EOC	Bradley, Verdya	8/10/2016	District benchmark data, teacher-made test/quizzes	6/30/2017 annually
G1.B3.S2.MA1 M330938	Conferences and data chats with students regarding progress on personal goals	Burkard, Megan	9/6/2016	Benchmark assessment results, Progress Reports, Report Cards	6/30/2017 quarterly

V. Professional Development Opportunities

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

G3. During the 2016-2017 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.B2 No structures in place to support positive behavioral choices

G3.B2.S1 Teachers will teach students about appropriate behavior choices.

PD Opportunity 1

Teachers received training about the important teaching appropriate behavior choices.

Facilitator

Dr. Jackson and PBS

Participants

Teachers

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G4. During the 2016-2017 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

District Staff, School Staff

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Opportunities will be provided during the extended time to monitor student progress.	\$0.00
2	G1.B3.S1.A2	Focus of instruction during the extended time is to build literacy skills and problem solving skills for students	\$0.00
3	G1.B3.S1.A3	Increase the capacity of teacher to plan and implement lessons, using the high yield strategies	\$0.00
4	G1.B3.S2.A1	Teach goal setting and self-monitoring skills	\$0.00
5	G2.B2.S1.A1	The GETS, Guidance Counselor, and Social Worker will monitor daily attendance to ensure that there is a quick response to students who are absent or tardy to school.	\$0.00
6	G2.B2.S2.A1	Increase the number of family involved activities	\$0.00
7	G3.B2.S1.A1	Teachers received training about the important teaching appropriate behavior choices.	\$0.00
8	G4.B1.S1.A1	Ongoing Training and Support with rigorous instruction	\$0.00
Total:			\$0.00