



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Sara Scott Harlee Middle School

6423 9TH ST E

Bradenton, FL 34203

941-751-7027

[www.manatee.k12.fl.us](http://www.manatee.k12.fl.us)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 78%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> F	<b>2011-12</b> D	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	4	Jim Browder

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

**School-Level Information**

**School**

Sara Scott Harlee Middle Schl

**Principal**

James Hird

**School Advisory Council chair**

Janet Wheeler

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Carrie Johnson	Assistant Principal
Tanya Batchelor	Intensive Math Teacher
Kira Walsh	Math Teacher
Josh Myers	Civics Teacher
Elizabeth Ellis	LA Teacher
Renandoes Dixon	DOP Teacher
Nathaniel Bostic	Tech Teacher
Brian Basso	Science Teacher

**District-Level Information**

**District**

Manatee

**Superintendent**

Mr. Rick W Mills

**Date of school board approval of SIP**

1/14/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

**Involvement of the SAC in the development of the SIP**

The SAC will be given schoolwide data and data trends so that they can help in the overall goal setting process.

The SAC will also be used to determine priority areas of need where SIP funds can and should be spent.

**Activities of the SAC for the upcoming school year**

Monthly SAC Meetings.  
 2 Parent University's - 1 in the fall and 1 in the spring.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**James Hird**

Principal

Years as Administrator: 14

Years at Current School: 7

**Credentials**

Principal All Levels  
 Psychology 6 -12

**Performance Record**

Mr. Hird spent 3 years as Principal of Manatee Elementary School where the school earned a grade of C for the first two years and a D the third year.  
 He has been principal of Harlee Middle School for the past 6 years. Harlee had a school grade of C for the first 4 years of Hird's service, despite declining enrollment and changing demographic. Harlee is now an F school.  
 The performance of the school has dropped over time, except in the area of overall learning gains and gains of the lowest quartile. These gains have remained steady over the years.  
 The population of Harlee Middle school has drastically changed in the past 7 years. Overall achievement has declined, but learning gains with stable students in the school have been commendable.

<b>Carrie Johnson</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 7</b>	<b>Years at Current School: 6</b>
<b>Credentials</b>	Ed. Leadership Principal All Levels English 5-9 Reading Endorsement ESOL Endorsement	
<b>Performance Record</b>	Harlee Middle School had a school grade of C for the first 4 years of Johnson's service. Harlee is now an F school. The performance of the school has dropped over time, except in the area of overall learning gains and gains of the lowest quartile. These gains have remained steady over the years. The population of Harlee Middle school has drastically changed in the past 7 years. Overall achievement has declined, but learning gains with stable students in the school have been commendable.	

**Classroom Teachers**

<b># of classroom teachers</b>	28
<b># receiving effective rating or higher</b>	27, 96%
<b># Highly Qualified Teachers</b>	357%
<b># certified in-field</b>	26, 93%
<b># ESOL endorsed</b>	11, 39%
<b># reading endorsed</b>	5, 18%
<b># with advanced degrees</b>	12, 43%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	6, 21%
<b># with 6-14 years of experience</b>	18, 64%



**# with 15 or more years of experience**

4, 14%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Harllee Middle School strategizes to recruit and retain highly qualified teachers by offering innovative programs for students. Two current programs are technology and Junior Leadership. Furthermore, Harllee participates in a wide variety of extra-curricular, remediation and tutoring activities that provide opportunities for teachers to build their experience. We also offer multiple leadership opportunities for our employees (ex. dept. chair, team leader, after school program coordinator, etc.) so that they can build leadership skills. Administrators actively attend recruitment events and keep open lines of communication to potential candidates. Harllee Middle also offer various incentives for current teachers in line with our PBS program.

The primary person responsible for this is Carrie Johnson.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Harllee Middle pairs new teachers with effective or highly effective experienced teachers so that new teachers can grow and develop with the best experienced teachers on our staff. We set up a schedule for these teachers to meet at least once a week to discuss curriculum, instruction, and other classroom needs.

Furthermore, we assign department chair and team leader positions to our most experienced and qualified teacher leaders. These teacher leaders serve as liaisons to administration for all important matters involving curriculum and instruction. Departments meet at least once a month and teams meet at least once a week. Department planning time is set aside to discuss subject area curriculum matters. Team time is set aside to discuss academic and behavioral concerns of the team as well as any additional team matters.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Implementation of district assessment schedule for core courses and use of Successmaker formative assessments provides academic data to be monitored by teams and departments. Teams of teachers discuss struggling students monthly and provide interventions (attendance, grades, work completion, card signatures and other behavioral data). Teams are able to refer students to MTSS team for challenges that persist.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Each team member is a representative from each of the subject area departments. The team members work with their departments to evaluate student needs based on various data points from the subject area. There is also a member from every grade level team on the leadership team. The grade level teams evaluate different data points for early warning signs is discipline and attendance.

Carrie Johnson - Chairperson - responsible for scheduling and facilitating meetings.

Team Members - responsible for disaggregating data, communicating with the team, collaborating over solutions.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team will meet on a regular schedule to review assessment data, writing plan implementation (work samples), as well as reviewing incentive indicators for attendance, effort, progress, behavior, etc.

Departments and teams will submit meeting protocol minute (deliverables) for review.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

District provided core assessment (quarterly plus), and Successmaker on-going assessment will provide data to be analyzed by individual teachers and departments. Teachers will be responsible for completion of data goal sheets and profiles of individual students. These will be used for discussion in admin. meetings with individual students for all core courses.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

We will provide on site training for staff led by our MTSS chairperson.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 30,600

Boys and Girls club provides after school activities for 2 hours each afternoon. These activities including 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 Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Walt Holst - Boys and Girls Club Coordinator.  
James Hird and Carrie Johnson - Principal and Asst. Principal

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
James Hird	Principal
Carrie Johnson	Asst. Principal
Joy Hawkins	Reading Teacher
Karen Meinberg	Reading Teacher
Carmen Preseault	Reading Teacher
Elizabeth Vasquez-Hundley	Lang. Arts Teacher
Brian Basso	Science Teacher
Nathaniel Bostic	Technology Teacher
Kira Walsh	Math Teacher
Josh Myers	Civics Teacher

**How the school-based LLT functions**

The School Literacy Leadership team serves as the overall school leadership team. This team meets on a monthly basis (Wednesdays at 8:30) and discusses schoolwide data, how the overall school schedule is supporting or hindering this data, and brainstorms potential solutions to gaps and holes in our data. The teachers on this team all represent different subject areas and their role is to take back information discussed in these meetings and train the rest of the staff on problems and solutions. This team will disaggregate formative assessment data and make suggestions on schedule and program changes based on this data. This team is also responsible for ensuring that teachers on campus are holding data chats with students on their reading performance. They also help to plan the monthly

assessment celebrations for students showing growth on their unit and quarterly benchmark assessments.

This team also plans schoowide literacy events and arranges for departments to receive additional reading support and professional development from our district provided instructional coaches.

### **Major initiatives of the LLT**

Implement Successmaker with 100% fidelity in all Reading classes.

Provide a reading class to all students on campus.

Support 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.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

The School Literacy Leadership team meets on a monthly basis and there is a teacher from every subject area represented on the team. The content area teachers on this team communicate to the SLLT where reading needs and deficiencies are in the content areas and create a plan for how to address the need. Additional professional development is being provided by district Instructional Coaches in the area of reading on department planning days once a month.

Every department on campus is responsible for adopting an AVID strategy that promotes reading. These strategies are Interactive Notebooks, Cornell Notes.

Every teacher is also responsible for holding data chats with students that focus on reading growth and development.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Harlee Middle School offers a variety of course for students that help them see the connection between their school subjects and their future. Harlee currently offers five Honor's level courses for high school credit. This allows 8th grade students to see how gaining 9th grade credits in 8th grade can help accelerate their high school career as well as open up more opportunities for high school classes. Furthermore, one of the courses, Communications Technology offers students the chance to gain Industry Certification.

Harlee also offers a Junior Leadership Class that offers preparation for JROTC and helps prepare students for a variety of leadership roles in high school and beyond.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

There are several courses offered throughout the school year that focus on future academic and career planning. These courses are offered by local government agencies and by zoned high school personnel.

8th grade students are offered opportunities to tour various high schools to discuss the various high school programs and what the best fit for them would be.

At the end of every school year, teachers meet with students individually to discuss their classes for the next year. In these meetings, teachers discuss with the students their overall performance from the year as well as their goals and wants for the upcoming year.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	22%	No	46%
American Indian				
Asian				
Black/African American	32%	18%	No	39%
Hispanic	33%	17%	No	39%
White	61%	35%	No	65%
English language learners	22%		No	30%
Students with disabilities	22%	7%	No	30%
Economically disadvantaged	38%	20%	No	44%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	22%	40%
Students scoring at or above Achievement Level 4	30	7%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	226	53%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	237	56%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	40%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	27	19%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%		No	52%
American Indian				
Asian				
Black/African American	38%	20%	No	45%
Hispanic	41%	24%	No	47%
White	64%	31%	No	68%
English language learners	30%	12%	No	37%
Students with disabilities	23%	8%	No	31%
Economically disadvantaged	43%	23%	No	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	25%	35%
Students scoring at or above Achievement Level 4	37	9%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	251	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	288	66%	75%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	34	100%	100%
Middle school performance on high school EOC and industry certifications	26	76%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		50%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	17%	27%
Students scoring at or above Achievement Level 4	11	8%	15%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	203	40%	60%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	10	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	10	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		60%	100%
Students taking CTE industry certification exams	10	100%	100%
Passing rate (%) for students who take CTE industry certification exams		60%	100%
CTE program concentrators	1	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	10%	5%
Students who fail a mathematics course	14	3%	1%
Students who fail an English Language Arts course	33	6%	2%
Students who fail two or more courses in any subject	30	6%	3%
Students who receive two or more behavior referrals	25	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	4%	2%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Harlee Middle School sets the target at having 90% of parents attend at least three school related activities during the 2013-2014 school year. These activities could include SAC/PTO Meetings, Parent University, Open House, Report Card Pick Up, Spirit Nights, etc.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attend 3 or more parent events	20	4%	90%

## Goals Summary

- G1.** Harlee Middle School will have a well established Early Warning System.
- G2.** Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.
- G3.** Harlee Middle School teachers will receive structured conversation and professional development on building rigor into their classroom instruction that will result in overall student growth and achievement on classroom formative assessments and FCAT 2.0.

## Goals Detail

**G1. Harlee Middle School will have a well established Early Warning System.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Time to Teach - this is a program that focuses on empowering teachers with specific classroom interventions to address behavior problems in the classroom.
- LEAD Program - LEAD is our PBS linked program for students. It contains a behavioral component linked to incentives. We have Mustang Bucks linked to this program for student incentives.
- Common Team Planning time built into the Master Schedule for teachers to be able to discuss specific student needs. These teachers teach all of the same students.

**Targeted Barriers to Achieving the Goal**

- Lack of parent involvement
- Shortage of personnel

## Plan to Monitor Progress Toward the Goal

Academic data will show progress towards targeted growth and attendance and discipline data will show a decrease in students meeting early warning targets.

### Person or Persons Responsible

Administration - James Hird and Carrie Johnson

### Target Dates or Schedule:

Weekly administrative team data meetings

### Evidence of Completion:

Attendance and discipline data decrease. Growth in unit formative assessment, Successmaker and Write to Learn Data.

**G2.** Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Civics EOC
- Science - Middle School

### Resources Available to Support the Goal

- 2013 FCAT 2.0 Data
- Unit Formative Assessments
- Successmaker Program
- Structures and time for data chats with students, teacher to teacher, and teacher to admin.

### Targeted Barriers to Achieving the Goal

- Lack of teacher time for analyzing data
- Successmaker problems, access to data

## Plan to Monitor Progress Toward the Goal

Review Unit Assessment and Successmaker Data

### Person or Persons Responsible

Administration - James Hird and Carrie Johnson

### Target Dates or Schedule:

Weekly administrator meetings.

### Evidence of Completion:

Successmaker, Write to Learn and Unit Assessment data reports demonstrate positive growth trends for students meeting proficiency on FCAT 2.0. FCAT 2.0 2014 results show positive growth towards meeting targeted goals.

**G3.** Harlee Middle School teachers will receive structured conversation and professional development on building rigor into their classroom instruction that will result in overall student growth and achievement on classroom formative assessments and FCAT 2.0.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Civics EOC
- Science - Middle School

### Resources Available to Support the Goal

- District Instructional Specialist
- Modified Instructional Wednesday -- training time has an emphasis on Common Core, text complexity and rigor.
- District training sessions on curriculum.
- Unit Formative Assessments

### Targeted Barriers to Achieving the Goal

- Lack of teacher time and professional resources

## Plan to Monitor Progress Toward the Goal

Unit formative assessment, Write to Learn and Successmaker data shows growth towards meeting targeted FCAT 2.0 goals.

### **Person or Persons Responsible**

Administration - James Hird and Carrie Johnson

### **Target Dates or Schedule:**

Weekly administration team meetings to review data. Monthly data chat meetings with content area teachers.

### **Evidence of Completion:**

Unit formative assessment, Write to Learn and Successmaker data show trending upward growth.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Harlee Middle School will have a well established Early Warning System.

**G1.B2** Lack of parent involvement

**G1.B2.S1** Early warning attendance and discipline targets will be used to communicate concerns with parents and the requirement will be that parents of students meeting these targets will attend a school based event focused on improving the achievement of their student/child.

#### Action Step 1

Set and monitor specific academic, discipline and attendance early warning targets.

##### Person or Persons Responsible

RTI and LEAD Teams

##### Target Dates or Schedule

Targets will be set at Weds. committee meeting in October. Targets will be reviewed at monthly committee meetings. Student data will be monitored and discussed at monthly committee meetings

##### Evidence of Completion

Meeting minutes.

#### Action Step 2

Create a schedule for parent trainings and events that coordinate with student early warning needs.

##### Person or Persons Responsible

RTI and LEAD Teams

##### Target Dates or Schedule

Schedule will be set at Weds. Oct. monthly meeting Trainings and conferences will be provided at least once a month throughout the school year.

##### Evidence of Completion

Training schedule established and training sessions being delivered.



### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Structured RTI and LEAD committee meetings will focus on students meeting early warning targets and how to address their needs.

#### Person or Persons Responsible

RTI and LEAD committee members Administration - James Hird and Carrie Johnson

#### Target Dates or Schedule

There will be a committee meeting once a month.

#### Evidence of Completion

Meeting minutes, set targets in place, and regular parent attendance at designated events.

### Plan to Monitor Effectiveness of G1.B2.S1

Data will demonstrate a decrease in students meeting early warning targets throughout the school year.

#### Person or Persons Responsible

Administration - James Hird and Carrie Johnson RTI and LEAD team members

#### Target Dates or Schedule

Monthly RTI and LEAD committee meetings

#### Evidence of Completion

Attendance, discipline and academic data show a decrease in student numbers.

### G1.B3 Shortage of personnel

**G1.B3.S1** Effectively and efficiently use data and district resources to streamline the early warning process and maximize the use of personnel time.

#### Action Step 1

Utilize district personnel to help provide parent trainings and conferences on student needs.

#### Person or Persons Responsible

RTI and LEAD Team Members District Personnel Administration - James Hird and Carrie Johnson

#### Target Dates or Schedule

Once a month for parent based trainings sessions.

#### Evidence of Completion

Schedule of events is implemented and parents are attending training sessions.

## Action Step 2

Utilize a structured meeting plan for analyzing data at committee meetings.

### Person or Persons Responsible

Administration - James Hird and Carrie Johnson RTI and LEAD Team Members

### Target Dates or Schedule

Monthly committee meetings.

### Evidence of Completion

Meeting minutes demonstrate that data drove all conversations and decisions.

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

Administration will attend meetings and/or review meeting minutes of RTI and LEAD meetings to ensure that data is being used to drive decisions and that parent trainings are being set up based on specific needs.

### Person or Persons Responsible

Administration - James Hird and Carrie Johnson

### Target Dates or Schedule

Monthly - at committee meetings and directly following meetings.

### Evidence of Completion

A decrease in the number of students meeting early warning targets.

## Plan to Monitor Effectiveness of G1.B3.S1

Administration will review discipline, attendance and academic data to ensure that there is a decrease in the number of students meeting early warning targets.

### Person or Persons Responsible

Administration - James Hird and Carrie Johnson

### Target Dates or Schedule

At weekly administrative team data review meetings

### Evidence of Completion

FOCUS data on attendance and discipline, Successmaker, Unit Formative Assessments, Write to Learn and classroom grade data.

**G2.** Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.

**G2.B1** Lack of teacher time for analyzing data

**G2.B1.S1** Utilize Title I Funds and district instructional coaches to set up planning days for structured data analysis and instructional planning.

**Action Step 1**

Set up a monthly calendar for common subject area teachers to plan for a half day.

**Person or Persons Responsible**

Content area teachers, administrators will set up the schedule.

**Target Dates or Schedule**

Once a month. Sept. 17th and 18th, Oct. 22nd and 23rd, Dec. 10th and 11th, Feb. 28th and 29th, March 4th and 5th, May 13th and 14th.

**Evidence of Completion**

Each department will provide designated deliverables from each meeting. Student improvement on Unit Formative Assessments, Write to Learn writing data, and in Successmaker will demonstrate progress towards meeting the goal. Growth towards FCAT 2.0 proficiency targets will provide evidence that goal was successful.

**Facilitator:**

District Instructional Specialists - Melinda Lundy, Shelbi Ericsson, Jeanne Nelson, Lindy Carlson.

**Participants:**

Content Area Teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monitor that time in content area teacher department meetings is being spent effectively and is focused on targeted data and instructional planning based on that data.

**Person or Persons Responsible**

Administration - James Hird and Carrie Johnson Instructional Specialists - Melinda Lundy

**Target Dates or Schedule**

At every monthly planning meeting.

**Evidence of Completion**

Deliverables from every planning meeting. Unit Formative Assessment data, Write to Learn data and Successmaker data shows a positive trend in student growth. FCAT 2.0 results demonstrate positive growth to targeted goals.

## **Plan to Monitor Effectiveness of G2.B1.S1**

Classroom walkthroughs and observations. Administrative and district attendance at planning meetings. Administrative review of Successmaker, Write to Learn and Unit Formative Assessment data. Monthly data chats with content area teachers.

### **Person or Persons Responsible**

Administration - James Hird and Carrie Johnson District Instructional Specialist - Melinda Lundy

### **Target Dates or Schedule**

At least one walkthrough a quarter of content area teacher classrooms. At least one formal observation of experienced teacher classrooms every year, at least two formal observations of inexperienced teachers during the year. Weekly administration meetings to review Successmaker, Write to Learn and Unit Formative Assessment Data. Monthly data chats with content area teachers (these meetings will take place the week following the week long assessment window).

### **Evidence of Completion**

MCTES system. Notes from administration weekly meetings. Notes from monthly data chats with teachers. Successmaker, Write to Learn and Unit Formative Assessment data reports.

## G2.B2 Successmaker problems, access to data

**G2.B2.S1** Utilize district Successmaker manager to provide training for teachers on interpreting Successmaker data and to communicate effectively with Successmaker to quickly address program problems.

### Action Step 1

Provide teachers monthly access to the district Successmaker manager for training on interpreting data and to provide information to this person on an program issues.

#### Person or Persons Responsible

District Successmaker Manager - Jeanne Nelson Administration - James Hird and Carrie Johnson  
Reading and Intensive Math Teachers

#### Target Dates or Schedule

During the set monthly department planning meetings.

#### Evidence of Completion

Successmaker program is running effectively (the majority of students are logging in to the program for 20 minutes everyday) in the Reading and Intensive Math classrooms. Teachers are interpreting student data and classroom small group instruction is based on areas of difficulty demonstrated in the program.

#### Facilitator:

Jeanne Nelson

#### Participants:

Reading and Intensive Math teachers

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

Administrative walkthroughs of Reading and Intensive Math classrooms. Deliverables from monthly planning meetings.

#### Person or Persons Responsible

James Hird and Carrie Johnson

#### Target Dates or Schedule

At least one walkthrough a quarter. At least one observation a year. Regular attendance at monthly planning meetings.

#### Evidence of Completion

All students in Successmaker are meeting AP. Students in Successmaker are logging in for a full 20 minutes of the program everyday. Teachers are using Successmaker data to effectively plan small group instruction around student needs.

## Plan to Monitor Effectiveness of G2.B2.S1

Successmaker reports of student usage. All students in Successmaker are making AP. Teachers are basing small group instruction on areas of difficulty.

### Person or Persons Responsible

Reading and Intensive Math Teachers Administration - James Hird and Carrie Johnson

### Target Dates or Schedule

Administration will hold monthly data chats with the Reading and Intensive Math departments. Administration will hold monthly meetings with individual Reading and Intensive Math to discuss classroom instruction and data. At least quarterly administrative walkthroughs in Reading and Intensive Math classrooms.

### Evidence of Completion

All students in Successmaker are making AP. Positive growth towards targeted FCAT 2.0 2014 goals.

**G3.** Harlee Middle School teachers will receive structured conversation and professional development on building rigor into their classroom instruction that will result in overall student growth and achievement on classroom formative assessments and FCAT 2.0.

## G3.B1 Lack of teacher time and professional resources

**G3.B1.S1** Provide professional development and resources to teachers on three instructional strategies: scaffolding, explicit vocabulary instruction and student engagement; that are designated areas of need as identified by the DA instructional review team.

### Action Step 1

Provide regular professional development that focuses on scaffolding, explicit vocabulary instruction and student engagement.

### Person or Persons Responsible

Administration will provide professional development to staff with additional resources from the district and state.

### Target Dates or Schedule

Department planning days, SIP PD days, and other scheduled training days.

### Evidence of Completion

Sign in sheets demonstrating teacher attendance.

### Facilitator:

James Hird and Carrie Johnson

### Participants:

All Harlee Middle School teachers.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Walkthroughs and observations demonstrate rigorous strategies in classroom instruction.

#### **Person or Persons Responsible**

Administration - James Hird and Carrie Johnson

#### **Target Dates or Schedule**

Quarterly walkthroughs and yearly observations.

#### **Evidence of Completion**

Classroom teachers are using their professional development strategies in scaffolding, student engagement and explicit vocabulary instruction to build and teach rigorous data based lessons.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Quarterly walkthroughs, yearly observations, and lesson plans show rigor in classroom instruction.

#### **Person or Persons Responsible**

Teachers - lesson plans Administration - walkthroughs and yearly observations.

#### **Target Dates or Schedule**

Monthly meetings with Admin to review lesson plans. Quarterly walkthroughs Yearly observations.

#### **Evidence of Completion**

MCTES materials and portfolios.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Harlee Middle School coordinates with a variety of programs to ensure that our students receive the most well rounded education and experiences possible.

Title I funds are used to maximize student learning experiences and to provide additional remediation for students. Title I funds are also used to build and provide professional learning opportunities for teachers and staff.

Also, Title I funds are spent to provide remediation to students before and after school and on supplies for providing equitable education for all students.

Throughout the school year, various programs come into the school to provide support in a whole education for all students. These programs include:

"It's Your Choice" - state grant funded program for sex education and teen pregnancy prevention

"LifeSkills" - Manatee Glens program on Lifeskills for students

Manatee Glens mental health counseling - a mental health counselor comes from Manatee Glens to provide weekly counseling for select students.

"Go Grrrls and Go Guyz" -- grant funded program for building self esteem in students and teaching overall strategies for being a healthy, well rounded teen.

MTI adult education - this program offers two different classes for adults. The first class is for adults that want to learn to speak 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 semesters.

Sexual Violence Prevention Program - county funded program providing classes to middle school students on sexting, date rape and how to educate yourself on sexual abuse. This program also offers classes to parents.

"Sex and the law" - law enforcement officers provide information to students on sexting and other various incidents that are against the law for teenagers.

Boys and Girls Club -- after school program providing enrichment to the overall student day.

YMCA program - after school program providing athletics and other enrichment programs to the overall student day.



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.

### **G2.B1** Lack of teacher time for analyzing data

**G2.B1.S1** Utilize Title I Funds and district instructional coaches to set up planning days for structured data analysis and instructional planning.

#### **PD Opportunity 1**

Set up a monthly calendar for common subject area teachers to plan for a half day.

#### **Facilitator**

District Instructional Specialists - Melinda Lundy, Shelbi Ericsson, Jeanne Nelson, Lindy Carlson.

#### **Participants**

Content Area Teachers

#### **Target Dates or Schedule**

Once a month. Sept. 17th and 18th, Oct. 22nd and 23rd, Dec. 10th and 11th, Feb. 28th and 29th, March 4th and 5th, May 13th and 14th.

#### **Evidence of Completion**

Each department will provide designated deliverables from each meeting. Student improvement on Unit Formative Assessments, Write to Learn writing data, and in Successmaker will demonstrate progress towards meeting the goal. Growth towards FCAT 2.0 proficiency targets will provide evidence that goal was successful.

## **G2.B2** Successmaker problems, access to data

**G2.B2.S1** Utilize district Successmaker manager to provide training for teachers on interpreting Successmaker data and to communicate effectively with Successmaker to quickly address program problems.

### **PD Opportunity 1**

Provide teachers monthly access to the district Successmaker manager for training on interpreting data and to provide information to this person on an program issues.

#### **Facilitator**

Jeanne Nelson

#### **Participants**

Reading and Intensive Math teachers

#### **Target Dates or Schedule**

During the set monthly department planning meetings.

#### **Evidence of Completion**

Successmaker program is running effectively (the majority of students are logging in to the program for 20 minutes everyday) in the Reading and Intensive Math classrooms. Teachers are interpreting student data and classroom small group instruction is based on areas of difficulty demonstrated in the program.

**G3.** Harlee Middle School teachers will receive structured conversation and professional development on building rigor into their classroom instruction that will result in overall student growth and achievement on classroom formative assessments and FCAT 2.0.

**G3.B1** Lack of teacher time and professional resources

**G3.B1.S1** Provide professional development and resources to teachers on three instructional strategies: scaffolding, explicit vocabulary instruction and student engagement; that are designated areas of need as identified by the DA instructional review team.

**PD Opportunity 1**

Provide regular professional development that focuses on scaffolding, explicit vocabulary instruction and student engagement.

**Facilitator**

James Hird and Carrie Johnson

**Participants**

All Harlee Middle School teachers.

**Target Dates or Schedule**

Department planning days, SIP PD days, and other scheduled training days.

**Evidence of Completion**

Sign in sheets demonstrating teacher attendance.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Harlee Middle School will have a well established Early Warning System.	\$2,000
G2.	Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.	\$14,500
Total		\$16,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Total
Title I	\$13,000	\$3,500	\$16,500
Total	\$13,000	\$3,500	\$16,500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Harlee Middle School will have a well established Early Warning System.

**G1.B2** Lack of parent involvement

**G1.B2.S1** Early warning attendance and discipline targets will be used to communicate concerns with parents and the requirement will be that parents of students meeting these targets will attend a school based event focused on improving the achievement of their student/child.

**Action Step 2**

Create a schedule for parent trainings and events that coordinate with student early warning needs.

**Resource Type**

Personnel

**Resource**

Teachers and district personnel train parents on student needs (study skills, homework assistance, structure, discipline, etc.)

**Funding Source**

Title I

**Amount Needed**

\$2,000

**G2.** Harlee Middle School teachers will take ownership of and effectively use data to accelerate student growth on classroom assessments which will lead to overall student growth and achievement/proficiency on FCAT 2.0.

**G2.B1** Lack of teacher time for analyzing data

**G2.B1.S1** Utilize Title I Funds and district instructional coaches to set up planning days for structured data analysis and instructional planning.

**Action Step 1**

Set up a monthly calendar for common subject area teachers to plan for a half day.

**Resource Type**

Evidence-Based Materials

**Resource**

Substitute teachers for content area teacher department planning days

**Funding Source**

Title I

**Amount Needed**

\$13,000

**G2.B2** Successmaker problems, access to data

**G2.B2.S1** Utilize district Successmaker manager to provide training for teachers on interpreting Successmaker data and to communicate effectively with Successmaker to quickly address program problems.

**Action Step 1**

Provide teachers monthly access to the district Successmaker manager for training on interpreting data and to provide information to this person on an program issues.

**Resource Type**

Personnel

**Resource**

Substitute teachers for giving teachers planning time with district personnel, NCH for teachers if planning outside of the school day

**Funding Source**

Title I

**Amount Needed**

\$1,500