

Sara Scott Harlee Middle School



2014-15 School Improvement Plan

Sara Scott Harlee Middle School

6423 9TH ST E, Bradenton, FL 34203

www.manatee.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

94%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

School Board Approval

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

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sara Scott Harlee Middle School will do "Whatever It Takes" to ensure our students' successes. We will provide a rigorous curriculum and multiple learning opportunities in a safe and nurturing environment that encourages each student to strive for and meet his/her potential.

Provide the school's vision statement

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

School Environment

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

The first 3 days of school, teachers will review procedures with all students and set up each student's AVID binder which contains the agenda/planner as well as organizational skills. They also do an icebreaker/get to know you activity. Each teacher goes over his/her syllabus and our PBS system. We are instituting a SOS program (Save One Student). This program will have Mates (Staff Members) and Maties (students) to provide a positive connection each day with an adult at Harlee. Teachers will make students aware of the Take Stock in Children program in our district that gives students opportunities to see what is available after high school and have a mentor. Finally, there will be Mustang 5.0 behavior awards programs, Honor Roll and Perfect Attendance awards programs where teachers will complete and present certificates and recognition to the students. We have a WITH It staff award twice a month and a Mustang Student of the Week award weekly that will be on our video announcements and posted on our website. Students and staff are nominated for these awards by other staff members

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

Our PBS plan is LEAD (Learn responsibly), Engage Actively, Always be Respectful, Dress for Success). We have procedures posted in our hallways, classrooms, restrooms, gym, cafeteria and offices. We utilize a green card system which allows for students to have 4 opportunities on the green card to have consequences for infractions before moving to a yellow card. We have a School Support Person (SSP) and she has a clerk who manages and records all discipline, and who do peer mediation, problem solve, etc. We have a full time In School Suspension staff member whose hours have been changed to go from student start time to one hour after school so students can go to ISS after school to complete homework, make up missed work, etc. We have a full time SRO officer on campus every school day. We have cameras that show multiple areas of the school in a constant rotating fashion. The Administrative Team (principal, assistant principal, SSP, and SRO) are in the hallways every two minute passing period. Classrooms have been arranged by grade level instead of department cutting down on travel distance between classes. Any student still on campus and who has not been picked up by 3:50 after our 3:40 dismissal is escorted to the office to call home for a ride. They remain in the office until the parent comes in and picks them up. We have an after school program with the Boys and Girls Club that has a program for our students from 3:45-6 pm daily. Parents must pick up the students and sign them out when picked up. We have School Wide Procedures which require every staff member to redirect students, then send to a refocus area in the

classroom and as a last resort send to the SSP. If there is a major incident, fighting, non-compliance or threatening behavior to adults, students or themselves, it is immediately taken care of by the SRO and/or SSP.

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

All LEAD posters listing procedures are posted in their applicable areas. Teachers restate expectations and procedures daily. Every morning on announcements, the mission is read and LEAD is explained. We utilize a card system. Students start with a green card and once the student has gone through the teachers' discipline plan, the green card is utilized. The first infraction is a teacher comment, the second requires parent contact by the team, the third requires a team detention, the fourth requires a behavior contract being implemented. Each step requires a Parent Signature. Students on Yellow have increased consequences. There is also a place on the green card for good news to be shared. The cards are kept in the student's AVID binder and must be available every class period. Parents are to ask to see the green card and the AVID binder nightly. Training was done with all staff on August 12th on our PBS plan and the AVID binder. There is a PBS Committee and an AVID committee who will plan continuous trainings for our staff at our monthly staff meetings. These meetings are held the first Wednesday of each month. Dates are: September 3, October 1, November 5, December 3, January 7, February 4, March 4, April 8, May 6.

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

We have a full time counselor and guidance clerk to speak with students about all social and emotional needs. We have a full time SSP (School Support Person) and SSP clerk who are also available to speak with students about social and emotional needs, setting goals, etc. We have a SOS program which connects Staff members and students (up to 21 students this first year) in a mentoring program which guarantees positive daily contact between the mate and the matie as well as, fun activities planned for students in this group; such as pizza parties, bowling parties, volleyball matches, etc. We have a Go GRRLS group that meets once a week after school for one hour to mentor up to 15 girls. We have a Campus Life group that meets once a week after school for one hour to meet students' social and emotional needs. We have a daily after school Boys and Girls program that also meets students' social and emotional needs through team games, learning activities, snacks and field trips.

Early Warning Systems

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

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

1. The SSP is responsible for student attendance. Once a student has 3 unexcused absences, there will be a student/SSP conference to discuss attendance. At 5 unexcused absences, a letter will be sent, and a parent/SSP/student conference held. In addition, students will be scheduled into after school ISS to make up missed work and missed school time if needed. Any severe attendance issues, all steps will be followed including the involvement of outside agencies, if necessary. We hold Attendance Awards ceremonies quarterly to celebrate students who have no absences and no tardies.
2. Students who transition from green card to yellow card or who have ISS or OSS for 1 or more days will be on a behavior contract with frequent checkpoints/conferences scheduled.
3. Students who failed LA or Math will be enrolled in PLATO with our dedicated teacher who teaches

the subject; as well as, have the students complete the online program.

4. All students who score a Level 1 or 2 on the statewide standardized assessment in LA and/or Math are scheduled into Intensive Reading and/or Math utilizing Successmaker (computer program) and small group activities (20 minutes and 20 minutes in a 45 minute class period daily) for an entire year.

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

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

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

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

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

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

Behavior contracts, Attendance contracts, After school ISS, participation in the Boys and Girls Club, participation in the SOS program, scheduled conferences with the counselor and/or SSP. Intensive Math and/or Intensive Reading in the student's schedule. Double Dose-Teacher in 1 of the 4 Core subjects who feels the student didn't understand the lesson (didn't complete homework, disruptive in class, etc.), will let the Elective teacher or the ISS person know that the student will repeat that class that day or the next day with the teacher of the Core subject. We utilize the green card system also so students may also have a conversation with the SSP.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

The school writes letters to businesses asking for donations for the behavior awards, perfect attendance awards, and honor roll awards ceremonies. DD's Discounts is in their 3rd year of providing money to Harlee for our Media Center collections. Harlee materials were provided for a display and 5 students and a staff member went to DD's for 1 evening to show support. The Athletic Director has several businesses that she works with to get donations to help support our student athletes. Students involved in school based sports tend to have better attendance, better grades and feel more a part of our school. We have Campus Life and Go GRRLS doing after school programs one time a week to work on student goal setting and organizational skills. Through Manatee Technical Institute, we are offering GED classes and Learning English classes on our campus two days a week. Child Care is provided and Harlee Middle School will pay the tuition for 5 of our parents to attend and get their GED. WalMart, Publix, and Michael's have already donated to Harlee for student incentives. A grant was written to Lowe's for their Toolkit for Education program. The Boys and Girls Club runs an after school program at Harlee from 3:45-6 pm every school day. This program supports our academics and gives students social interactions with each other. The YMCA offers football and basketball as well as other team sports throughout the year and every day from 6-8 pm at Harlee.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Farley, Nancy	Principal
Bostic, Nathaniel	Teacher, Career/Technical
Busby, Susan	Instructional Media
Dixon, Renandoes	Teacher, Career/Technical
Faller, Amanda	Teacher, K-12
Garcia, Barbara	Teacher, K-12
Jones, Jacquelin	Attendance/Social Work
Maxey, Tina	Teacher, ESE
Myers, Joshua	Teacher, K-12
Wyar, Tom	Teacher, K-12
Taylor, Linda	Instructional Coach

Duties

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

Each team member is a representative from different departments and grades. Barbara Garcia represents English and 8th grade. Amanda Faller represents Science and 8th grade. Joshua Myers represents Social Studies and 7th grade. Tina Maxey represents ESE and 8th grade. Girard Dixon represents Credit Recovery and 8th grade. Nathaniel Bostic is our Technology teacher and represents Electives and 6th grade. Tom Wyar is our PE teacher and union building representative

and represents 8th grade. Linda Taylor is our Reading Coach and represents 8th grade. Susan Busby is our Media Specialist and represents 6th grade. Jacqueline Jones is our Student Support Person and represents all 3 grades. Nancy Farley as the principal represents all 3 grades. The team members work with their departments and grade levels to evaluate student needs based on various data points from the subject area. Department meetings and Grade Level meetings are held twice monthly beginning in September. The grade level teams also evaluate different data points for early warning signs in discipline and attendance. The Leadership Team meets twice monthly to monitor progress on the School Improvement Plan.

Joshua Myers- Chairperson - responsible for scheduling and facilitating meetings.

Team Members - responsible for disaggregating data, communicating with the team, collaborating over solutions. At least one team member each meeting will take notes and submit them electronically to the chairperson who will disperse to the remaining team members.

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

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.

Harllee 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. This is an after school program.

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.

Campus Life-meets weekly to discuss informed choices and student goal setting for students after school.

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.

An inventory of items purchased with Title I dollars is maintained in the senior secretary's office. Non-consumables are marked Title I and the year of purchase.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student
Lenny Cichewicz	Parent
Jerry Parrish	Business/Community
Nancy Farley	Principal
Barbara Garcia	Teacher
Jacquelin Jones	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The Leadership Team evaluated last year's school improvement plan at the DA Academy this July. There is a new principal and a new assistant principal. Carrie Johnson, last year's AP and chairperson, has left the District. The team utilized the spring FCAT data to see progress toward goals. Reading Gains % at Satisfactory or Higher went from 22-23%, Math Gains stayed at 25%, 2 yr comparison went from 383 to 399, Writing % satisfactory or higher went from 19 to 24%, Science went from 17 to 19%, Reading Gains for the lowest 25% went from 56 to 61%, and Math Gains for the lowest 25% went down from 66 to 59%. Last year the SAC team did not meet consistently. This year monthly meetings are scheduled for the fourth Tuesday of every month beginning in September. We have one parent and one community member and anticipate adding 3-5 more community members and/or parents.

Development of this school improvement plan

The SAC will be given schoolwide data and data trends so that they can help in the overall goal setting process and review.
 The SAC will also be used to determine priority areas of need where SIP funds can and should be spent.
 The SAC will be given the draft School Improvement Plan and revise and add to as needed throughout the year.

Preparation of the school's annual budget and plan

The annual budget and plan will be shared with the SAC. This discussion of the annual budget and plan will be noted in the SAC meeting record. In addition, any modifications and rationale will be added.

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

For this year, Money was allocated for two instructional teachers, a full time Reading Coach and Math Coach including benefits at approx. \$247,000; \$1000 was allocated in Parent Involvement to pay tuition for 5 of our parents to attend GED or English speaking classes and to hold 2 parent nights for AVID and Technology; \$8500 was allocated for an after school or Saturday School Jumpstart sessions to help prepare students for the statewide tests; \$29,000 was allocated for materials and supplies and printing costs to provide organizational tools for our students, paper, toner, class supplies for students, student incentives, our PBS program, etc.

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

Yes

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

Last year, 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.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Taylor, Linda	Instructional Coach
Busby, Susan	Instructional Media
Garcia, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Implement Successmaker with 100% fidelity in all Reading classes.
 Provide a reading class to all students who received a Level 1 or 2 on FCAT 2.0 in 2013-14
 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.

Public and Collaborative Teaching

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

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

Schedules were created to allow core content area grade level teachers to have a common planning time. Departments meet twice monthly. Grade levels meet twice monthly and every electives teacher selected a grade level to be part of that team for the year. ESE para will have planned collaboration time with ESE and classroom teachers. Sunshine committee will plan monthly celebrations for staff.

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

Harlee Middle School strategizes to recruit and retain highly qualified teachers by offering innovative programs for students. We are a technology and engineering school. STEM activities will be offered in our Science and technology classes. Students are able to take 4 different technology classes and receive certifications in Adobe. Furthermore, Harlee participates in a wide variety of extra-curricular,

remediation and tutoring activities that provide opportunities for teachers to build their experiences. 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. Harlee Middle also offers various incentives for current teachers in line with our PBS program. Harlee presents the WITH It Award to a staff member for outstanding and more than required work. The staff member is featured on our web page.

The primary person responsible for this is Nancy Farley.

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

Harlee 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. In addition, Harlee has a District Instructional Specialist assigned who is at Harlee at least once a week. This Specialist meets with the principal to discuss teachers for observation and professional discussions and collaboration and model teaching if necessary.

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 and grade level teams meet twice a month. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

It is required that teachers list the Florida standards in their lesson plans that are submitted weekly electronically to the principal. On the lesson plan, teachers list Essential Questions, Learner Outcomes, Materials and Resources, Activities, Standards covered, timeline and assessments. In addition, teachers utilize the District curriculum map for their lesson planning and follow the map with fidelity. The map for each subject area has the standards listed.

Instructional Strategies

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

Every student who receives a Level 1 or 2 in FCAT 2.0 Reading and/or Math is scheduled into an Intensive Reading and/or Intensive Math class. A data wall is displayed in the Coaches' Office. Every student is posted on the data wall in Reading, Math, 7th grade Civics and 8th grade Science. There are 3 areas: Red (0-59%), Yellow (60-79%), Green (80% and above). Student labels are moved at the end of each quarter after the quarterly assessments. Civics and Science data will have a baseline test and an end of the year test in addition to the quarterly assessments. There is a data team which meets twice monthly to discuss data and to utilize the RtI process (Response to Intervention). In addition an IST (Intensive Support Team) meets monthly to discuss students who need more than the RtI process. A School Support Person has been hired to maintain and discuss data on discipline, ISS, OSS and attendance. From assessments in class, teachers adjust their instruction and it is documented in their lesson plans. After school ISS is offered for students who do not complete

homework or were absent and need to make up work. Double dose is offered during the student's elective and/or after school to give students an additional opportunity to complete work for better understanding.

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: 30,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Farley, Nancy, farleyn@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: Before School Program

Minutes added to school year: 540

Grade levels will meet twice a month from September to May. Every teacher who has more than one grade level will select one grade level to meet with all year.

Strategy Rationale

Scheduled time for grade levels to collaborate on students, grade level attendance, behaviors and academics and encouragers.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Farley, Nancy, farleyn@manateeschools.net

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

Meeting notes will be submitted electronically after every meeting listing items discussed, decisions and if anything further is needed. Parent/Teacher conferences will also be scheduled and data on attendance rate and behaviors after the conference will be documented.

Strategy: After School Program

Minutes added to school year: 10,800

A staff member will have hours from the start of the student day to one hour after school is dismissed. This will allow students who need to make up work from absences, being disruptive, not completing homework, etc. the opportunity to meet in a classroom and work with a staff member for one hour to complete the assignments.

Strategy Rationale

Many of our students go home to an empty house and have no one to work with them on missing assignments or make up work. This will give students another opportunity to complete their school work.

Strategy Purpose(s)

- Core Academic Instruction

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

Data will be collected on the number of students who attend ISS after school and the number of repeat students and which subjects are represented.

Strategy: Extended School Day

Minutes added to school year: 10,800

The ISS staff member's working hours were adjusted to go until 1 hour after school. Students who are not performing in class, don't turn in homework, or are tardy or absent a significant amount of times will be scheduled in after school ISS to work with a staff member on homework, assignments and understanding of concepts.

Strategy Rationale

Students need an organized place to do their work and be held accountable for their learning. If they don't accomplish this during the school day, they will have one hour after school to help them complete.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Farley, Nancy, farleyn@manateeschools.net

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

Listing of students who attend after school ISS and a review of their grades quarterly.

Student Transition and Readiness

PreK-12 Transition

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

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

For incoming 5th graders, visits are scheduled at the 3 main feeder elementaries: Abel, Oneco and Daughtery. The principal and/or counselor will visit the elementary schools. A 5th grade night will be held at Harlee in May where information about the school will be given, a tour will occur and questions will be answered.

Students in the 8th grade will have a promotion ceremony. Feeder high schools will be encouraged to share information about their schools with Harlee and to inform Harlee of Freshmen nights.

College and Career Readiness

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

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.

Student goal setting is done each month and data chats are held with students.

There is a Take Stock in Children coordinator (Cheryl Hughes). This program identifies students and

mentors them and offers scholarships for after high school training and education. In addition, AVID classes are offered to students. This class focuses on college preparedness and information.

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

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.

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

One of the technology classes offered 7th period focuses on various careers, making projects, STEM activities and technical information.

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

N/A

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.** Sara Scott Harlee Middle School will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement.

- G2.** Harlee Middle School will have increased quality of standards based instruction across all content areas.

Strategic Goals Detail

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

G1. Sara Scott Harlee Middle School will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement. 1a

G041677

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
One or More Suspensions	20.0

Resources Available to Support the Goal 2

- School support person and clerk who will monitor attendance and send letters, hold conferences, etc. and focus on discipline
- ISS staff member who can monitor students for one hour after school to complete missing work due to absences
- Twice monthly grade level meetings to discuss attendance and tardy issues with specific students
- Awards programs for quarterly perfect attendance
- Office person who monitors teacher's input of attendance every period
- PBS committee that meets monthly to plan incentives, school wide procedures, etc.
- School wide posters on procedures and a card system utilized by all staff
- Full time SRO officer on campus daily
- SOS program-Save One Student
- Double Dose time done during student's elective or after school if student does not focus or is absent from class

Targeted Barriers to Achieving the Goal 3

- Students do not attend school regularly.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Jacquelin Jones

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Spreadsheets for attendance and ISS sign in sheets.

G2. Harlee Middle School will have increased quality of standards based instruction across all content areas. 1a

G041476

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Full time Reading Coach
- Two times a week District Instructional Specialist
- Common Team Planning time built into the Master Schedule for teachers to discuss close reading, Cornell Note Taking and AVID binders
- ESE para who assists in the ESE resource classrooms
- ESOL para who assists in the General Education classrooms

Targeted Barriers to Achieving the Goal 3

- Majority of staff do not have tools to teach literacy within their content areas

Plan to Monitor Progress Toward G2. 8

Academic data will show progress towards targeted growth

Person Responsible

Nancy Farley

Schedule

Quarterly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Successmaker data, grades on progress reports,grades on quarterly assessments.

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. Sara Scott Harlee Middle School will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement. **1**

 G041677

G1.B3 Students do not attend school regularly. **2**

 B101180

G1.B3.S3 All classroom teachers will increase rigor and time on task (instructional time) through consistent use of the PBS plan and consistent usage of differentiated instruction so students understand content and can utilize content and therefore wish to be at school every day because learning is applicable.. **4**

 S112422

Strategy Rationale

If instruction is differentiated and there is a reliable classroom management in place, students will be present at school and actively engaged in learning.

Action Step 1 **5**

Teachers in each Department will develop a common lesson plan template listing the EQ, LO (standards), Bellwork, Activities, Materials and Resources needed, "hook", Timeline, homework and assessments used. The lesson plans will be submitted electronically weekly for review for rigor.

Person Responsible

Nancy Farley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Effective classroom management procedures will be implemented in each classroom

Person Responsible

Nancy Farley

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Discipline data regarding number of times students left classroom for discipline reasons

Action Step 3 5

ISS staff member available for one hour after school

Person Responsible

Jacquelin Jones

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Number of students by grade level who attended after school ISS to do make up work from absences and/or tardies

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Spreadsheet maintained listing students and what point of the attendance policy they are on: 3 day letter, parent conference, attendance contract, after school ISS for attendance/tardies, etc.

Person Responsible

Jacquelin Jones

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Attendance data from FOCUS, sign in sheets from after school ISS, attendance spreadsheet listing letters, parent contacts, etc.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monthly meetings between SSP and Principal to go over attendance data

Person Responsible

Nancy Farley

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Spreadsheets listing ISS attendance for absences/tardies, parent contact/conferences/ letters regarding student attendance

G2. Harlee Middle School will have increased quality of standards based instruction across all content areas.

1

 G041476

G2.B2 Majority of staff do not have tools to teach literacy within their content areas 2

 B100522

G2.B2.S1 Incorporating the close read strategy in all classrooms 4

 S111764

Strategy Rationale

If teachers know and understand how to do close reads, they will incorporate in their classrooms.

Action Step 1 5

Equip teachers to teach literacy in content areas across the curriculum

Person Responsible

Linda Taylor

Schedule

Quarterly, from 10/10/2014 to 6/5/2015

Evidence of Completion

Meeting minutes, scores on quarterly assessments requiring reading comprehension

Action Step 2 5

Train teachers in the use of Close Read strategies.

Person Responsible

Linda Taylor

Schedule

Monthly, from 10/10/2014 to 12/3/2014

Evidence of Completion

Lesson plans, student work, Walk Throughs, Quarterly Benchmark data

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

Walk Throughs will be completed and student work will be reviewed, including student Cornell notes and AVID binders

Person Responsible

Nancy Farley

Schedule

Quarterly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Meeting minutes, Student binders and student marked close reads in any content area

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

Students will demonstrate close read techniques and get 75% or higher on assignments requiring close read strategies.

Person Responsible

Nancy Farley

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Assignments and assessments requiring close read documentation. Student Cornell notes.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Equip teachers to teach literacy in content areas across the curriculum	Taylor, Linda	10/10/2014	Meeting minutes, scores on quarterly assessments requiring reading comprehension	6/5/2015 quarterly
G1.B3.S3.A1	Teachers in each Department will develop a common lesson plan template listing the EQ, LO (standards), Bellwork, Activities, Materials and Resources needed, "hook", Timeline, homework and assessments used. The lesson plans will be submitted electronically weekly for review for rigor.	Farley, Nancy	8/18/2014		6/5/2015 weekly
G1.B3.S3.A2	Effective classroom management procedures will be implemented in each classroom	Farley, Nancy	8/18/2014	Discipline data regarding number of times students left classroom for discipline reasons	6/5/2015 daily
G2.B2.S1.A2	Train teachers in the use of Close Read strategies.	Taylor, Linda	10/10/2014	Lesson plans, student work, Walk Throughs, Quarterly Benchmark data	12/3/2014 monthly
G1.B3.S3.A3	ISS staff member available for one hour after school	Jones, Jacquelin	8/18/2014	Number of students by grade level who attended after school ISS to do make up work from absences and/or tardies	6/5/2015 daily
G1.MA1	Monthly the students who attend ISS will be listed and the reason for them attending during the day or after school. Also, monthly the number of attendance letters, attendance contracts, conferences and phone calls will be monitored.	Jones, Jacquelin	9/30/2014	Spreadsheets for attendance and ISS sign in sheets.	6/5/2015 monthly
G1.B3.S3.MA1	Monthly meetings between SSP and Principal to go over attendance data	Farley, Nancy	9/30/2014	Spreadsheets listing ISS attendance for absences/tardies, parent contact/conferences/letters regarding student attendance	6/5/2015 monthly
G1.B3.S3.MA1	Spreadsheet maintained listing students and what point of the attendance policy they are on: 3 day letter, parent conference, attendance contract, after school ISS for attendance/tardies, etc.	Jones, Jacquelin	9/1/2014	Attendance data from FOCUS, sign in sheets from after school ISS, attendance spreadsheet listing letters, parent contacts, etc.	6/5/2015 daily
G2.MA1	Academic data will show progress towards targeted growth	Farley, Nancy	10/31/2014	Successmaker data, grades on progress reports, grades on quarterly assessments.	6/5/2015 quarterly
G2.B2.S1.MA1	Students will demonstrate close read techniques and get 75% or higher on assignments requiring close read strategies.	Farley, Nancy	9/10/2014	Assignments and assessments requiring close read documentation. Student Cornell notes.	6/5/2015 monthly
G2.B2.S1.MA1	Walk Throughs will be completed and student work will be reviewed, including student Cornell notes and AVID binders	Farley, Nancy	10/31/2014	Meeting minutes, Student binders and student marked close reads in any content area	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Sara Scott Harlee Middle School will have a well-established Early Warning System which will result in increased student attendance, decrease in discipline infractions, and increased student achievement.

G1.B3 Students do not attend school regularly.

G1.B3.S3 All classroom teachers will increase rigor and time on task (instructional time) through consistent use of the PBS plan and consistent usage of differentiated instruction so students understand content and can utilize content and therefore wish to be at school every day because learning is applicable..

PD Opportunity 1

Teachers in each Department will develop a common lesson plan template listing the EQ, LO (standards), Bellwork, Activities, Materials and Resources needed, "hook", Timeline, homework and assessments used. The lesson plans will be submitted electronically weekly for review for rigor.

Facilitator

Nancy Farley

Participants

All Harlee staff

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Effective classroom management procedures will be implemented in each classroom

Facilitator

Nancy Farley

Participants

All Harlee Staff

Schedule

Daily, from 8/18/2014 to 6/5/2015

PD Opportunity 3

ISS staff member available for one hour after school

Facilitator

jacquelin Jones

Participants

All Harlee staff

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2. Harlee Middle School will have increased quality of standards based instruction across all content areas.

G2.B2 Majority of staff do not have tools to teach literacy within their content areas

G2.B2.S1 Incorporating the close read strategy in all classrooms

PD Opportunity 1

Equip teachers to teach literacy in content areas across the curriculum

Facilitator

Linda Taylor

Participants

All Harlee Teachers

Schedule

Quarterly, from 10/10/2014 to 6/5/2015

PD Opportunity 2

Train teachers in the use of Close Read strategies.

Facilitator

Linda Taylor and Bernadette Gordon

Participants

All Harlee teachers

Schedule

Monthly, from 10/10/2014 to 12/3/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Harlee Middle School will have increased quality of standards based instruction across all content areas.	1,000
Grand Total	1,000

Goal 2: Harlee Middle School will have increased quality of standards based instruction across all content areas.

Description	Source	Total
B2.S1.A1 - Notes Very little budget is needed. Meetings and PD will occur during the teacher work day. Money will be needed for supplies and materials	Title I Part A	500
B2.S1.A1 - Notes Very little budget is needed. Meetings and PD will occur during the teacher work day. Money will be needed for supplies and materials	Title I Part A	500
Total Goal 2		1,000