Harns Marsh Middle School

2015-16 School Improvement Plan

Harns Marsh Middle School

1820 UNICE AVE N, Lehigh Acres, FL 33971

http://hmm.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	81%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	C*	C	F

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter

Former F		Turnaround Status
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To accomplish our vision, we will provide a well-balanced curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds.

Provide the school's vision statement

Our vision as a school community is to produce literate, competent, responsible students. Our students will become self-sufficient adults with the necessary skills to successfully contribute in a global community.

School Environment

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

Harns Marsh Middle School is a Professional Learning Community (PLC) based upon the work of Dr. Richard DuFour, Dr. Robert Eaker, and Rebecca DuFour. The leadership of our school has defined our learning community, not as a set of processes, but as a way of work that is our culture. The activities of the culture may be characterized as, a forward-looking change agent, utilizing collaboration, teamwork, and a strong results orientation.The PLC is being implemented in order to consider the research that would connect such issues of leadership, organizational structure, and other underpinnings of these, such as work processes, organizational trust, collaboration, employee performance, and organizational vision and mission, to determine if the PLC does in fact create an organizational culture that functions as a learning organization that is effective in achieving the vision and mission of the organization. The intent of the PLC is to discover the implications of the research that may be better applied to increase student performance and to improve adult learning and performance in our school.

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

Harns Marsh Middle School is dedicated to establishing positive and professional student relationships. By creating an environment such as this, students begin to feel a sense of belonging, caring and ownership. Because Harns Marsh Middle is a Professional Learning Community (PLC), we are of the philosophy that each student is the student of every adult in school. The faculty and staff are dedicated to helping each student reach his/her potential. In addition, Harns Marsh Middle School is a leadership school involved in the "Leader in Me" process and philosophy.
We are in our fourth year of operation and because of the relationships that have been established with our students, they are willing to come to school early or stay after to help with clubs, projects and many other extra-curricular activities.

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

Harns Marsh Middle School is a "Leader in Me School" and has been since its inception. The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it

improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces transformational results such as, higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. Because our staff is well-versed in the 7 Habits, our PBS committee has developed clear expectations, in student friendly language, that are consistent in the classrooms, cafeteria, hallways and stairwells. The reason is to diminish any confusion and students are well aware that the expectations are the same across the school campus.

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

Harns Marsh Middle ensures that the social and emotional needs of students are being met by the counselor request form which has been emailed to all staff members and made available for students in the front office. The 7 Habits videos have been created for students to increase overall student effectiveness on and off-campus. To address students crises, procedures are in place to remove students with immediate social emotional needs. Specific groups of students have been created based on previous years data in relation to 10 or more periods of timeout. Parent conferences, professional development for teachers on self-harm indicators.

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

Harns Marsh Middle School's early warning indicators for the 2015-16 school year are as follows:
-HMMS currently has 33 students who have attendance below 90 percent.
-173 students accounted for the 523 days of in school suspensions; 197 students accounted for the 964 days of out of school suspensions.
-214 7th and 8th grade students scored a level 1 according to the proposed achievement level for FSA.
239 7th and 8th grade students scored a level 1 according to the proposed achievement level for FSA.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Level 1 students in English Language Arts are doubled blocked in this area and those students that are level 1 in math have been double blocked. All ELA students who have demonstrated through assessment that they are in need of decoding assistance participate in a school-wide intervention period each day in which they are assigned an intensive reading class for instruction and intensive practice.

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/204363.

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 parent involvement specialist contacts businesses in the community directly or by sending information about our school, demographics and the needs stakeholders that we serve. Often times, the businesses are more than happy to accommodate our requests. In return, HMMS sends a thank you letter to the business(es), recognizes the business(es) on the marquee and our newsletter.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Ross, Lisa	Instructional Coach
Massey, Tamika	Assistant Principal
Simpson, Caren	Instructional Coach
Berry, Dana	Assistant Principal
Dunne, Kaisha	Teacher, K-12
Finkley, Janna	Teacher, K-12
Innarelli, Amanda	Teacher, ESE
Voellinger, Jennifer	Teacher, K-12
Luckey, Charles	Principal
Bernagene, Nelta	Teacher, K-12
Fisher, Larry	Instructional Coach
Turbeville, Missy	Other
Lightfoot, Christopher	Teacher, K-12

Duties

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

The MTSS Problem-Solving team at Harns Marsh Middle School meets at minimum quarterly to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:
Classroom Teacher
•Keep ongoing progress monitoring notes in a RTI folder (STAR/FAIR, curriculum assessments, FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
•Attend MTSS Team meetings to collaborate on & monitor students who are struggling
•Implement interventions designed by MTSSTeam for students receiving supplemental and intensive supports.
•Deliver instructional interventions with fidelity
Reading Coach
•Attend RTI Team meetings
•Train teachers in interventions, progress monitoring, differentiated instruction
•Implement supplemental and intensive interventions
•Keep progress monitoring notes & anecdotals of interventions implemented
•Administer screenings
•Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
•Attend RTI Team meetings for students receiving supplemental and intensive supports.
•Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
•Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
•Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal

•Facilitate implementation of the MTSS problem-solving process in our building
•Provide or coordinate valuable and continuous professional development
•Assign paraprofessionals to support MTSS implementation when possible
•Attend MTSS Team meetings to be active in the MTSS change process
•Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor
•MTSS Team facilitators
•Schedule and attend MTSS Team meetings
•Maintain log of all students involved in the MTSS process
•Send parent invites
•Complete necessary MTSS forms
•Conduct social-developmental history interviews when requested
School Psychologist
•Attend RTI Team meetings on some students receiving supplemental supports & on all students
receiving intensive supports
•Monitor data collection process for fidelity
•Review & interpret progress monitoring data
•Collaborate with MTSS Team on effective instruction & specific interventions
•Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with MTSS Team regarding intensive interventions
•Incorporate MTSSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
•Consult with MTSS Team
•Provide staff trainings
Social Worker
•Attend MTSS Team meetings when requested
•Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
•Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
Provide ELL interventions at all tiers

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

A Multi-Tiered System of Supports is a data-based problem-solving process which is utilized to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources allocations reach the appropriate students at the appropriate levels to accelerate
the performance of all students to achieve and/or exceed proficiency.
The problem-solving model involves following the School District of Lee County Resonse to Intervention Problem Solving Flowchart located at the following location:
http://learn.leeschools.net/dept/ese/MTSS/pdf/RtI%20Flowchart%20_2010%202011.pdf
This problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of all students across all settings to include small group and individualized instruction. The use of scientifically based or evidence-based practices occurs whenever possible and the effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and

fidelity in the implementation of the instruction/intervention plan. The problem-solving process is applicable to all three tiers of instruction/intervention.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tesa Howard	Parent
Laurie Smiley	Parent
Nelly Alonso	Parent
Ambar Villafuerte	Parent
Tracey Fisher	Education Support Employee
Charles Luckey	Principal
Jenny Johnson	Parent
Sandra Alverez	Parent
Chris Jenson	Parent

Duties

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

Evaluation of last year's school improvement plan

Based on the gains that students made last year, SAC agreed that one goal should remain the focus while provide more support in the areas of reading, math, writing and science.

Development of this school improvement plan

The SAC committe will be involved in the review, clarification, recommendations, and approval of the SIP.

Preparation of the school's annual budget and plan

The SAC viewed the budget for the 2014-15 school year and received information regarding the purpose of the funds and how the they would be allocated.

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

School improvement funds will be allocated to provide 4 additional reading instructional personnel ($243,832.00)and 1 ESOL support personnel ($27,821.00). The balance will be applied to instructional supplies ($2,658.00).

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ross, Lisa	Instructional Coach
Massey, Tamika	Assistant Principal
Innarelli, Amanda	Teacher, ESE
	Teacher, K-12
Bernagene, Nelta	Teacher, K-12
Castera, Johanne	Teacher, K-12
Goldstein, Sara	Teacher, K-12
Hitchcock, Jennifer	Teacher, K-12
Ives, Susan	Teacher, K-12
Smith, Whitney	Teacher, K-12
Wilkes, Colleen	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The team will be working to help implement reading strategies in content area classes and design content specific reading curriculum.

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

Harns Marsh Middle School has gone to a ten period day to allow teachers to have common planning everyday.

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

By maintaining a high level of diversity amoung the faculty, Harns Marsh Middle School administration and school leadership team will encourage and attract applicants who are highly qualified in their area(s) of certification. This will be accomplished through opportunites for professional development, distributive leadership roles, and access to state of the art technology.

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

Each new teacher is assigned to a Clinical Education certified teacher and a peer teacher. New teachers must participate in the district wide APPLES induction program.
Rationale for pairing is content area based.
Planned mentoring activities include: APPLE observation and PDP, planning, and PLC participation

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

Harns Marsh Middle School has adopted ELA, math and science programs that align to the Florida standards.

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

At HMMS, we utilize our 1:1 Chromebook initiative to differentiate learning opportunities for all of our diverse learners. Moreover, this tool allows students to interact and learn the necessary 21st-century skills to compete in a global economy. Alongside our Chromebooks, the use of Safari Montage allows for multiple means of engagement, representation, and action/expression with all academic areas within our learning organization. Additionally, we have an A.V.I.D. program that provides students with additional skills and tutorial periods to build upon their fundamental academic, social, and emotional needs to become a well-round student.

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: Weekend Program

Minutes added to school year: 4,320

After school Tutoring, enrichment curriculum,and Homework help

Strategy Rationale

To increase the number of students making learning gains in the areas of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ross, Lisa, lisacr@leeschoosl.net

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

Participation records and student gain analysis.

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

At Harns Marsh Middle School, we have established an induction program for our incoming 6th grade cohorts to reduce stress and anxiety in their transition to middle school. This program allows our incoming students to become accustomed to the routines and procedures that are practiced daily at Harns Marsh.
Additionally, Harns Marsh Middle School, holds a mid-year school choice open house, which invites

parents and students from our surrounding community. During our mid-year open house the students and parents explore and learn about the opportunities available within our learning organization.
For our outgoing 8th grade cohorts, we have established partnerships with the high schools within our district to provide our students and parents with information pertaining to school choice open house. These school choice open house programs give students and parents the opportunity to explore the various academic and technical programs offered at our high schools within the Lee County School District.

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

Integrated with our US History classes, students take college and career planning. Students complete interest surveys from the Choices Planner website for their high school course selection and map out their career and college exploration.
HMMS sponsor a preparing for High School night to inform and prepare students and parents for the transition to High School

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

Students at HMMS are exposed to the Project Lead the Way curriculum: 6th grade Flight and Space, 7th Grade Design and Modeling.
Students at Harns Marsh Middle School are exposed to a variety of career and technical programs in Science, Technology, Engineering, Art, and Mathematics. Our Project Lead the Way Program is offered in three different levels: 6th Grade- Flight and Space ; 7th Grade-Design and Modeling ; 8th Grade-STEM .
Additionally, we have established a Lego Robotics program to build on the curiosity of our students in the areas or engineering, computer science, and design.

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

Harns Marsh Middle School requires that every eighth grade student complete the career and technical education component through their social studies class.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1. Goal 1: The level of parent/community involvement will increase by 3% as measured by school sign-in sheets for the School Advisory Council Meetings & Curriculum Night Activity Nights.

G2. Goal 2: The 2016 ELA 6th grade relative position will increase to the 2nd quartile (51%-75%) or greater out of the 21 district middle schools as measured by the Balance Scorecard.

G3. By May 15, 2016, 6th Grade will show a median Student Growth Percentile of 40 or higher as measured by STAR Math assessment.

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. Goal 1: The level of parent/community involvement will increase by 3% as measured by school sign-in sheets for the School Advisory Council Meetings & Curriculum Night Activity Nights. 1a

G074162

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	3.0

Resources Available to Support the Goal 2

- Bulding partnerships
- Utilizing the resources such as the newspress, social media, and radio

Targeted Barriers to Achieving the Goal 3

- Communication between school and home.
- One barrier that is hindering parent /community involvement at Harns Marsh Middle school is the ability for parents to have adequate transportation for our School Advisory Council Meetings & Our Curriculum Family Night Activities.

Plan to Monitor Progress Toward G1. 8

Advance Education Parent Survey

Person Responsible
Charles Luckey

Schedule
Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion
Sign In Sheets

G2. Goal 2: The 2016 ELA 6th grade relative position will increase to the 2nd quartile (51%-75%) or greater out of the 21 district middle schools as measured by the Balance Scorecard. 1a

🔍 G074163

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	15.0

Resources Available to Support the Goal 2

- Common Assessments.

- Cross curricular planning.

- Review individual data to inform each teacher of their student's progression.

- Review ELA checkpoints quarterly with grade level PLC.

- TIF teacher and Reading coach to provide ongoing professional development.

- Consistent progress monitoring.

- Clarity in classroom expectations.

Targeted Barriers to Achieving the Goal 3

- One specific barrier for 6th grade ELA is the lack of cross-curricular planning and measurement to support content area literacy and vice versa in all core academic classes.

- Some teachers do not use data to set goals for their students, nor to drive instruction and learning.

Plan to Monitor Progress Toward G2. 8

The data that will be collected throughout the year to measure our progress will be: CCE, Common formative and Summative assessment data, and prior high stakes assessment data.

Person Responsible
Missy Turbeville

Schedule
Every 3 Weeks, from 8/28/2015 to 6/10/2016

Evidence of Completion
Student writing samples, district CCE, Common formative and summative assessments, and content area writing samples.

G3. By May 15, 2016, 6th Grade will show a median Student Growth Percentile of 40 or higher as measured by STAR Math assessment. 1a

🔑 G074164

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	40.0

Resources Available to Support the Goal 2

- PLC's - Data driven instruction

- Professional Development - Document Based Questions, Content Area Reading

- District Support

- Title I - Tutoring, Materials/supplies, coaches, teachers

- Volunteers- Local Veterans, state, and public officials.

Targeted Barriers to Achieving the Goal 3

- The first barrier to achieving our goal of our median Student Growth Percentile of 40 or higher on the STAR Math assessment is basic number sense; which, will build on the fundamental skills needed to be successful on the STAR assessment.

- The second barrier to achieving our goal, is the high rate of teacher turnover we have experienced over the last two academic year.

Plan to Monitor Progress Toward G3. 8

Analyze school specific progress data

Person Responsible
Dana Berry

Schedule
Weekly, from 8/18/2014 to 5/27/2015

Evidence of Completion
Content specific progress monitoring, CCE pre/mid/post, FSA, EOCs, Teen Biz data reports.

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. Goal 1: The level of parent/community involvement will increase by 3% as measured by school sign-in sheets for the School Advisory Council Meetings & Curriculum Night Activity Nights. 1

🔑 G074162

G1.B1 Communication between school and home. 2

🔑 B193607

G1.B1.S1 Through the use of Web 2.0 tools, Harns Marsh Middle school will be able to connect virtually to our parents and community stakeholders through various media outlets. The utilization of social media and our local news organization will allow us to better market our schools programs and activities that yern for parent and community involvement. 4

🔑 S205174

Strategy Rationale

By reaching out to our community through various media outlets, our rationale to better market our programs, accomplishments, and student achievement throughout our community to celebrate the success of all the stakeholders involved.

Action Step 1 5

To ensure that our faculty and staff members when making parent contact are informing parents about current school wide events and volunteer opportunities.

Person Responsible

Rebecca Brown

Schedule

Monthly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The evidence of parent contact should be logged in our district standards tracking system: Castle.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the ranking system that is located within Castle to identify the teachers who have contacted parents and provide examples of how to invite parents and stakeholders to our school.

Person Responsible

Christopher Lightfoot

Schedule

Every 6 Weeks, from 8/28/2015 to 6/10/2016

Evidence of Completion

The logged parent contacts will be monitored and reviewed to identify if our instructional staff members are inviting our parents to our SAC meetings and Curriculum nights.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

To monitor whether or not parent and stakeholder involvement has increased or decrease since the goals Inception.

Person Responsible

Rebecca Brown

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The use of our sign-in forms that are used at all of our events will be utilized to determine if turnout has increased.

G1.B2 One barrier that is hindering parent /community involvement at Harns Marsh Middle school is the ability for parents to have adequate transportation for our School Advisory Council Meetings & Our Curriculum Family Night Activities. 2

🔍 B193608

G1.B2.S1 To combat low turnout for our School Advisory Council Meetings and our Curriculum Family Night Activities, the establishment of new expectations for our staff members within our learning organization will be implemented when communicating with stakeholders. The expectations are derived Joyce Epstein's "School, Family, and Community Partnerships:Preparing Educators and Improving Schools". Our instructional staff members will be required to invite parents to participate, volunteer, and attend our School Advisory Council Meetings and our Curriculum Family Night Activities, when home contact is made. Additionally, we will create and sustain and open feedback loop with parents and community stakeholders, which will allow for active participation in their child's education. 4

🔍 S205175

Strategy Rationale

The promotion of trust, respect, appreciation, and collaboration between and among all stakeholders that are involved here at HMMS. Therefore, the establishment of the expectation for our instructional staff members to create a sense of community and belonging with the parents and stakeholders of our learning organization, through building genuine relationships through positive contact, outreach, and support.

Action Step 1 5

Our instructional staff members will be required to invite parents to participate, volunteer, and attend our School Advisory Council Meetings and our Curriculum Family Night Activities, when home contact is made.

Person Responsible

Rebecca Brown

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The increased calls logged to parents and the sign-in sheets at all of our school events.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The quarterly reporting of parent involvement and contact.

Person Responsible

Charles Luckey

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The collection of sign-in sheets and logged parent phone calls .

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The continuous monitoring of parent contacts and invitations to school-wide events.

Person Responsible

Rebecca Brown

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The data from the parents and stakeholders who attended these events and meetings will be collected to identify if parent turnout and involvement has increased.

G2. Goal 2: The 2016 ELA 6th grade relative position will increase to the 2nd quartile (51%-75%) or greater out of the 21 district middle schools as measured by the Balance Scorecard. 1

G074163

G2.B1 One specific barrier for 6th grade ELA is the lack of cross-curricular planning and measurement to support content area literacy and vice versa in all core academic classes. 2

B193609

G2.B1.S1 The creation of a 6th-grade department chair team will allow more cross-curricular planning geared toward increasing rigor in the Content Areas, in regards to ELA and the FSA. 4

S205177

Strategy Rationale

Through the creation of opportunities for core academic subject teachers to act symbiotically, rather than distinct entities; which will allow them to identify ways of complimenting each others subject areas.

Action Step 1 5

Identify the students who are in need of the most support in 6th grade ELA as a result of their percentile rank and T-scores based off of the 2015 ELA FSA.

Person Responsible

Lisa Ross

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Common assessment data, writing samples, rubrics, and student portfolio's.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will be required to enter their common assessment data into our district standards tracking tool. Also, teachers will be required to create interventions based on the students specific needs in the area of ELA.

Person Responsible

Lisa Ross

Schedule

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

Evidence of Completion

Teachers will create prescriptive plans for student learning based upon the standards.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Ensures the ELA coach is monitoring the progress of students and identifying the best research/ evidenced based strategies are being utilized within the classroom.

Person Responsible

Charles Luckey

Schedule

Quarterly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Student samples, common formative and summative assessments, and content area writing samples.

G2.B2 Some teachers do not use data to set goals for their students, nor to drive instruction and learning. `2`

B193610

G2.B2.S1 To utilize our District Standards tracker to monitor all students progress and develop standards-based interventions that target specific skill and concepts. `4`

S205179

Strategy Rationale

Through consistent progress monitoring of students performance on formative and summative assessments, teachers will be able to identify and set new goals for their students. Additionally, teachers will be able to differentiate instruction by modifying their instructional strategies based on their students data.

Action Step 1 `5`

To ensure all ELA teachers employ the use of our District Standards Tracking tool, Castle to accurately monitor all their students progress to create prescriptive standards-based interventions.

Person Responsible

Charles Luckey

Schedule

Biweekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The data collected from students biweekly intervention on specific standards.

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

To monitor and support fidelity in the implementation of our interventions, there will be classroom walk through's and all instructional staff members will have to assess all students for mastery of 85% or higher before they are exited from the specific intervention.

Person Responsible

Dana Berry

Schedule

Biweekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Observational and formative/summative data will be collected to monitor and support fidelity in our student interventions.

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

All instructional staff members will input formative assessment data in our District Standards Tracking tool and make instructional recommendations based on data collected on each standard.

Person Responsible

Dana Berry

Schedule

On 6/10/2016

Evidence of Completion

Teacher data and recommendations will be due on Tuesday before the new intervention cycle begins. Teachers will be required to input their recommendations based on a specific standard into Castle.

G3. By May 15, 2016, 6th Grade will show a median Student Growth Percentile of 40 or higher as measured by STAR Math assessment. 1

G074164

G3.B1 The first barrier to achieving our goal of our median Student Growth Percentile of 40 or higher on the STAR Math assessment is basic number sense; which, will build on the fundamental skills needed to be successful on the STAR assessment. 2

B193611

G3.B1.S1 The strategy that will be implemented to counteract this particular barrier will be to provide our Math teachers with engaging high-quality professional development that will focus on establishing authentic learning opportunities for students to apply fundamental math skills to real world problems. 4

S205180

Strategy Rationale

Authentic learning opportunities provide students with the ability to formulate their own understanding of how math can be applied to a multitude of real world problems. Additionally, students are able to build upon their own cognitive processes when they are able to understand the context, when they are provided with a relevant example.

Action Step 1 5

Create opportunities of engaging professional development that focus on authentic learning activities.

Person Responsible

Jennifer Voellinger

Schedule

Every 2 Months, from 8/28/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough's and observations for the specific strategies, activities, and methods gained through the professional development.

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

All Math teachers will utilize Common assessments and that data will be tracked utilizing our district standards tracking tool. This will allow our teachers to develop a perscriptive based intervention that focuses on specific skills and concepts students are having difficulty with.

Person Responsible

Dana Berry

Schedule

Biweekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Teachers will track their students progression based on specific standards that were facilitated on a biweekly basis, which will be entered into our district standards tracking tool. Student's who are unable to reach mastery or 85% will be placed into an intervention for that specific standard and skill.

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

The collection of common assessment data and the use of our district CCE's, to identify how similar schools with our demographics are performing.

Person Responsible

Dana Berry

Schedule

Every 6 Weeks, from 8/28/2015 to 6/10/2016

Evidence of Completion

The data from our district checkpoint tests will be utilized to identify areas of opportunity and improvement in the areas of teaching and learning.

G3.B2 The second barrier to achieving our goal, is the high rate of teacher turnover we have experienced over the last two academic year. 2

🔑 B193612

G3.B2.S1 The second strategy we will provide to decrease the barriers for reaching our goals are to provide all Math teachers the opportunity to observe a peer who has been rated effective - highly effective. 4

🔑 S205181

Strategy Rationale

Through peer observation of an effective-highly effective teacher that has been deemed qualified by school administration to act as a mentor to all new current teachers within the building. This will create a continuous improvement in the areas of teaching, learning, and student achievement.

Action Step 1 5

Teachers whom need instructional assistance for classroom management or academics will observe effective teachers model the desired task.

Person Responsible

Tamika Massey

Schedule

Every 3 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

The teacher implement strategies observed and reflect in a journal with their Mentor teacher.

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

The administration team will diligently recruit qualified and continue to build and strengthen the PLC culture.

Person Responsible

Charles Luckey

Schedule

On 6/10/2016

Evidence of Completion

PLC minutes and agendas

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

Provide training incorporating best practices

Person Responsible

Tamika Massey

Schedule

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

Evidence of Completion

Math Checkpoints, Bi-Weekly Formatives

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	To ensure that our faculty and staff members when making parent contact are informing parents about current school wide events and volunteer opportunities.	Brown, Rebecca	8/28/2015	The evidence of parent contact should be logged in our district standards tracking system: Castle.	6/10/2016 monthly
G1.B2.S1.A1	Our instructional staff members will be required to invite parents to participate, volunteer, and attend our School Advisory Council Meetings and our Curriculum Family Night Activities, when home contact is made.	Brown, Rebecca	8/28/2015	The increased calls logged to parents and the sign-in sheets at all of our school events.	6/10/2016 quarterly
G2.B1.S1.A1	Identify the students who are in need of the most support in 6th grade ELA as a result of their percentile rank and T-scores based off of the 2015 ELA FSA.	Ross, Lisa	8/24/2015	Common assessment data, writing samples, rubrics, and student portfolio's.	6/10/2016 every-6-weeks
G2.B2.S1.A1	To ensure all ELA teachers employ the use of our District Standards Tracking tool, Castle to accurately monitor all their students progress to create prescriptive standards-based interventions.	Luckey, Charles	8/28/2015	The data collected from students biweekly intervention on specific standards.	6/10/2016 biweekly
G3.B1.S1.A1	Create opportunities of engaging professional development that focus on authentic learning activities.	Voellinger, Jennifer	8/28/2015	Classroom walkthrough's and observations for the specific strategies, activities, and methods gained through the professional development.	6/10/2016 every-2-months
G3.B2.S1.A1	Teachers whom need instructional assistance for classroom management or academics will observe effective teachers model the desired task.	Massey, Tamika	8/24/2015	The teacher implement strategies observed and reflect in a journal with their Mentor teacher.	6/10/2016 every-3-weeks
G1.MA1	Advance Education Parent Survey	Luckey, Charles	9/1/2015	Sign In Sheets	6/10/2016 monthly
G1.B1.S1.MA1	To monitor whether or not parent and stakeholder involvement has increased or decrease since the goals Inception.	Brown, Rebecca	8/28/2015	The use of our sign-in forms that are used at all of our events will be utilized to determine if turnout has increased.	6/10/2016 quarterly
G1.B1.S1.MA1	Monitor the ranking system that is located within Castle to identify the	Lightfoot, Christopher	8/28/2015	The logged parent contacts will be monitored and reviewed to identify if	6/10/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teachers who have contacted parents and provide examples of how to invite parents and stakeholders to our school.			our instructional staff members are inviting our parents to our SAC meetings and Curriculum nights.	
G1.B2.S1.MA1	The continuous monitoring of parent contacts and invitations to school-wide events.	Brown, Rebecca	8/28/2015	The data from the parents and stakeholders who attended these events and meetings will be collected to identify if parent turnout and involvement has increased.	6/10/2016 quarterly
G1.B2.S1.MA1	The quarterly reporting of parent involvement and contact.	Luckey, Charles	8/28/2015	The collection of sign-in sheets and logged parent phone calls .	6/10/2016 quarterly
G2.MA1	The data that will be collected throughout the year to measure our progress will be: CCE, Common formative and Summative assessment data, and prior high stakes assessment data.	Turbeville, Missy	8/28/2015	Student writing samples, district CCE, Common formative and summative assessments, and content area writing samples.	6/10/2016 every-3-weeks
G2.B1.S1.MA1	Ensures the ELA coach is monitoring the progress of students and identifying the best research/ evidenced based strategies are being utilized within the classroom.	Luckey, Charles	8/28/2015	Student samples, common formative and summative assessments, and content area writing samples.	6/10/2016 quarterly
G2.B1.S1.MA1	Teachers will be required to enter their common assessment data into our district standards tracking tool. Also, teachers will be required to create interventions based on the students specific needs in the area of ELA.	Ross, Lisa	8/24/2015	Teachers will create prescriptive plans for student learning based upon the standards.	6/10/2016 biweekly
G2.B2.S1.MA1	All instructional staff members will input formative assessment data in our District Standards Tracking tool and make instructional recommendations based on data collected on each standard.	Berry, Dana	8/28/2015	Teacher data and recommendations will be due on Tuesday before the new intervention cycle begins. Teachers will be required to input their recommendations based on a specific standard into Castle.	6/10/2016 one-time
G2.B2.S1.MA1	To monitor and support fidelity in the implementation of our interventions, there will be classroom walk through's and all instructional staff members will have to assess all students for mastery of 85% or higher before they are exited from the specific intervention.	Berry, Dana	8/28/2015	Observational and formative/ summative data will be collected to monitor and support fidelity in our student interventions.	6/10/2016 biweekly
G3.MA1	Analyze school specific progress data	Berry, Dana	8/18/2014	Content specific progress monitoring, CCE pre/mid/post, FSA, EOCs, Teen Biz data reports.	5/27/2015 weekly
G3.B1.S1.MA1	The collection of common assessment data and the use of our district CCE's, to identify how similar schools with our demographics are performing.	Berry, Dana	8/28/2015	The data from our district checkpoint tests will be utilized to identify areas of opportunity and improvement in the areas of teaching and learning.	6/10/2016 every-6-weeks
G3.B1.S1.MA1	All Math teachers will utilize Common assessments and that data will be tracked utilizing our district standards tracking tool. This will allow our teachers to develop a perscriptive based intervention that focuses on specific skills and concepts students are having difficulty with.	Berry, Dana	8/28/2015	Teachers will track their students progression based on specific standards that were facilitated on a biweekly basis, which will be entered into our district standards tracking tool. Student's who are unable to reach mastery or 85% will be placed into an intervention for that specific standard and skill.	6/10/2016 biweekly
G3.B2.S1.MA1	Provide training incorporating best practices	Massey, Tamika	8/24/2015	Math Checkpoints, Bi-Weekly Formatives	6/10/2016 monthly
G3.B2.S1.MA1	The administration team will diligently recruit qualified and continue to build and strengthen the PLC culture.	Luckey, Charles	8/24/2015	PLC minutes and agendas	6/10/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Goal 2: The 2016 ELA 6th grade relative position will increase to the 2nd quartile (51%-75%) or greater out of the 21 district middle schools as measured by the Balance Scorecard.

G2.B1 One specific barrier for 6th grade ELA is the lack of cross-curricular planning and measurement to support content area literacy and vice versa in all core academic classes.

G2.B1.S1 The creation of a 6th-grade department chair team will allow more cross-curricular planning geared toward increasing rigor in the Content Areas, in regards to ELA and the FSA.

PD Opportunity 1

Identify the students who are in need of the most support in 6th grade ELA as a result of their percentile rank and T-scores based off of the 2015 ELA FSA.

Facilitator

ELA Department

Participants

Teachers

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

G2.B2 Some teachers do not use data to set goals for their students, nor to drive instruction and learning.

G2.B2.S1 To utilize our District Standards tracker to monitor all students progress and develop standards-based interventions that target specific skill and concepts.

PD Opportunity 1

To ensure all ELA teachers employ the use of our District Standards Tracking tool, Castle to accurately monitor all their students progress to create prescriptive standards-based interventions.

Facilitator

Dana Berry

Participants

All instructional staff members

Schedule

Biweekly, from 8/28/2015 to 6/10/2016

G3. By May 15, 2016, 6th Grade will show a median Student Growth Percentile of 40 or higher as measured by STAR Math assessment.

G3.B1 The first barrier to achieving our goal of our median Student Growth Percentile of 40 or higher on the STAR Math assessment is basic number sense; which, will build on the fundamental skills needed to be successful on the STAR assessment.

G3.B1.S1 The strategy that will be implemented to counteract this particular barrier will be to provide our Math teachers with engaging high-quality professional development that will focus on establishing authentic learning opportunities for students to apply fundamental math skills to real world problems.

PD Opportunity 1

Create opportunities of engaging professional development that focus on authentic learning activities.

Facilitator

Participants

All Math teachers.

Schedule

Every 2 Months, from 8/28/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	To ensure that our faculty and staff members when making parent contact are informing parents about current school wide events and volunteer opportunities.	$0.00
2	G1.B2.S1.A1	Our instructional staff members will be required to invite parents to participate, volunteer, and attend our School Advisory Council Meetings and our Curriculum Family Night Activities, when home contact is made.	$0.00
3	G2.B1.S1.A1	Identify the students who are in need of the most support in 6th grade ELA as a result of their percentile rank and T-scores based off of the 2015 ELA FSA.	$0.00
4	G2.B2.S1.A1	To ensure all ELA teachers employ the use of our District Standards Tracking tool, Castle to accurately monitor all their students progress to create prescriptive standards-based interventions.	$0.00
5	G3.B1.S1.A1	Create opportunities of engaging professional development that focus on authentic learning activities.	$0.00
6	G3.B2.S1.A1	Teachers whom need instructional assistance for classroom management or academics will observe effective teachers model the desired task.	$0.00
		Total:	$0.00