Harns Marsh Elementary School

2016-17 Schoolwide Improvement Plan

Harns Marsh Elementary School

1800 UNICE AVE N, Lehigh Acres, FL 33971

http://hme.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	A	D

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Harns Marsh Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Harns Marsh Elementary is to develop respectful, responsible, and resourceful citizens in a safe and supportive learning community that fosters high academic expectations through collaboration with all stakeholders.

b. Provide the school's vision statement.

The purpose of Harns Marsh Elementary is to develop respectful, responsible, and resourceful citizens in a safe and supportive learning community that fosters high academic expectations through collaboration with all stakeholders.

2. School Environment

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

HME school-wide has been trained in and implements of Second Step. This program endorses students building relationships. Our School Counselor has set up a mentor program. Students who have been identified and would benefit from mentoring have been paired up with a staff member. Mentors and students meet weekly. This time is spent having lunch, reading a book, working on a subject area, or talking about subjects the student would like. We also have a group of community members who come in weekly to read to students, have lunch with them, or work on team building activities. Another program, implemented in HME is Kagan Coopertive Learning into their classroom. The program endorse classbuilding - the process by which a roomful of individuals with different backgrounds and experiences become a caring community of active learners and teambuilding- the process by which a group of 3-5 students with different backgrounds and experiences become a cooperative and caring team. Lastly, HME participates in a Fresh Fruit and Vegetable program. Three times a week at a minimum, students and the teachers try fresh fruits and vegetables. Informational videos and nutritional information is provided via the school news program and educational resources on the school's SharePoint site. All students and teachers are encouraged to take a "no thank you bite."

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

The School Counselor has guidance lessons with each grade (i.e. bullying, accepting others, friendship, stress management, organizational skills, internet safety) which align with the District's Character Education. Students identified who will benefit from having a mentor, are paired up with staff and/or community members and meet weekly. HME is in its third year as a PBS school (Positive Behavioral School). Within PBS we embrace Positive behavior with Positive Referrals. These Positive Referrals the HME staff recognize students that are demonstrating positive behavior in the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

HME is in its third year as a PBS school (Positive Behavioral School). Within PBS we embrace Positive behavior with Positive Referrals. These Positive Referrals the HME staff recognize students that are demonstrating positive behavior in the school. A committee has been formed with a representative from each PLC team to meet monthly, address needs, and ways to recognize positive behavior of students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our School Counselor has set up a mentor program. Students who have been identified and would benefit from mentoring have been paired up with a staff member. Mentors and students meet weekly. This time is spent having lunch, reading a book, working on a subject area, or talking about subjects the student would like. We also have a group of community members who come in weekly to read to students, have lunch with them, or work on team building activities. The School Counselor meets with each class and has a process for students to follow when they are in need of her services.

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314348.

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

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

Our school provides food for our families from the Harry Chapin Food Bank located on our campus. Lexington Cares provides mentors to read to students, financial support, and school supplies. The Literacy Council provides literacy classes for our parents twice a week for four hours a week. The Parent/Community Involvement Committee will be conducting workshops for parents through out the year to assist them in reading, math and science at home.

C. 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).

1. School Leadership Team

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

Name	Title
Zenoniani, Tracey	Principal
Perdue, Richard	Assistant Principal
Horrigan Smith, Leah	School Counselor
Jones, Jennifer	Teacher, K-12
Murphy, Julie	Administrative Support
Wright, Rebekah	Other
Anderson, Wendy	Teacher, K-12
Davis, Angela	Instructional Coach
Garlick, Heather	Instructional Coach
Wiley, Megan	Teacher, K-12
Lasa, Maria	Teacher, K-12
Hill, Jaime	Teacher, K-12
Yelvington, Cindy	Teacher, K-12
Mercadente, Richard	Instructional Coach
Peckham, Shannon	Teacher, ESE

b. Duties

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

The Leadership Team is made up of the grade level chairs who represent their grade level's needs to help improve Florida standards based instruction and the intervention/enrichment process. Needs are

discussed at leadership meetings and solutions are then taken back to the grade level to implement. Grade level chairs are the first line of communication between leadership team and grade levels.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Students are clustered by their ability level. PLCs have common planning time to collaborate and plan for their core instruction. When teachers are determining if students need tier two services, they gather necessary data and complete the MTSS tracking form based on student data compared to class data. The MTSS team determines if the student qualifies for tier two services or if a change in core instruction is needed. Upon determination, tier two students are grouped with a 1:6 teacher/student ratio. Resource teachers work with identified tier two students according to their individualized plan. Tier three students work in small groups no larger than 1:3 teacher/student ratio. Progress is monitored by the MTSS team as well as the admin PLC team.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and

submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the

federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tracey Zenoniani	Principal
Dalia Cruz Perez	Education Support Employee
Saundra Ott	Business/Community
Lacie James	Parent
Lexa Donnelly	Parent
Darleen Garlick	Business/Community
John Sanderson	Business/Community
Joseph Alcide	Teacher
Theresa Rib	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members were invited to review the plan, had the opportunity to ask questions regarding the plan once created, and at the end of the year reviewed the plan.

b. Development of this school improvement plan

The Leadership Team strategically met to collaborate on current school goals. Team leaders then took the information back to their teams and discussed goals, barriers and strategies as it applies to Harns Marsh Elementary obtaining this goal. Ideas were brought back to the Leadership and were used in developing this plan. The plan is then reviewed by the SAC Committee.

c. Preparation of the school's annual budget and plan

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement Funds are used to purchase supplement materials for students in order to promote student achievement. They are also used to train teachers and assist them with their professional development. Generally, we allocate $ to promote student achievement and $ to assist with professional development.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Garlick, Heather	Instructional Coach
Davis, Angela	Instructional Coach
Wright, Rebekah	Teacher, K-12
Anderson, Wendy	Teacher, K-12
Lasa, Maria	Teacher, K-12
Hill, Jaime	Teacher, K-12
Yelvington, Cindy	Teacher, K-12
Mercadente, Richard	Teacher, K-12
Jones, Jennifer	Teacher, K-12
Horrigan Smith, Leah	School Counselor
Perdue, Richard	Assistant Principal
Zenoniani, Tracey	Principal
Peckham, Shannon	Teacher, ESE

b. Duties

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

The initiative of the LLT will be to discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities.

D. 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).

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

Each PLC team developed norms to establish positive working relationships. Grade levels have a 45 minutes daily common planning time to collaborate on the four critical questions of the PLC. Each team is given the opportunity to meet for half a day once a quarter to plan. Lesson plans are shared among team members through the use electronic lesson plan program. School SharePoint is used to share resources within and across grade levels.

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

New teachers or teachers with less than three years experience are partnered with a clinical educated certified teacher. These partners meet weekly for support, planning and collaboration. They also meet monthly with Administration. Opportunities are provided for observing exemplary teachers as needed. In-service opportunities are provided for new teacher as needs arise. TIF teachers are available to help plan as well as model effective classroom strategies and/or lessons. Common planning time is provided weekly. Professional Learning Communities meet once a month with the administrative team focused on collecting and analyzing data in the areas of reading, math, writing, science and effective classroom strategies. Professional Development is aligned with school goals.

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

Mentors and mentees meet on a weekly basis for structured guidance, collaboration and planning. A weekly journal is kept by the mentee to record questions, useful ideas, best practices, and resources. Mentors complete monthly formative evaluations that include both a pre and post planning meeting with their mentees. All of the school's mentors and mentees meet on a monthly basis to discuss concerns, questions, and successes. All of our mentors are exemplary teachers.
Ms. Davis is paired with Ms. Sites- Third Grade Teachers, and Ms. Santos-Third Grade Teachers
Mrs. Lasa is paired with Mr. Brooke- Second Grade Teacher and Ms. Pidgeon- Fourth Grade Teacher
Mrs. Garlick is paired with Ms. Lambert-Third Grade Teacher and Mrs. Fincel- Fifth Grade Teacher
Mrs. Best is paired with Ms. Ellis -First Grade Teacher
Mrs. Anderson is paired with Ms. Solis- Kindergarten Grade Teacher
Mrs. Anfinson is paired with Mrs. Tierney- First Grade Teacher
Mrs. Yelingston is paired with Ms.Wilkins- Third Grade Teacher
Ms. Jones is paired with Mrs. Luskin- Fourth Grade Teacher
Mr. Merceadente is paired with Mr. Greenwell - Fifth Grade Teacher, and Mr. Zamora- Fifth Grade Teacher
Mrs. Peckham is paired with Ms. Simmons- ESE Teacher

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During preschool, all teachers were trained in ELA and Math Standards and how to use The teachers are utilizing the process Backward Design. The instructional staff will then plan assessments to assess the standards addressed, and the plan out the instructional strategies need ed to implement their lessons, aligning them to the standards. Harns Marsh Elementary also conducts weekly PLCs meeting to analyze the assessment data. HME also has an intervention time allotted to reinforce the standards which were not mastered in the particular instructional period.

b. Instructional Strategies

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

PLCs meet weekly to analyze results of both formative and summative assessments in order to answer the PLC questions: What will we do if they did not learn it? and What will we do if they did learn it? Low achieving standards are identified and students are grouped according to their performance on those standards. Teachers who are strong in those standard areas will intervene with those students along with the pushin intervention person. Students who show mastery of assessed standards are enriched. In both the low achieving and enrichment group, Thinking Maps will support the growth of the students. During this intervention/enrichment process teachers continue to monitor progress toward mastery to show that the intervention/enrichment process is effective.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,360

Tutoring Academy will be used as a supplemental program for students that are at level 1, 2 and 3. The students will use the supplemental program form Reading Streets and Go Math. The curriculum is in addition to what the teacher is using in the classroom. The instruction will be done in small group allowing ample remediation time and review of concepts.

Strategy Rationale

By giving our students an extended opportunity to reinforce the skills taught in the regular school day, our students increase their knowledge and feel secure and successful with the school curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

In the tutoring program, the tutor will administer performance tasks and routine assessments to assess the effectiveness of the tutoring program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

A Kindergarten orientation was held for incoming students and parents in May to familiarize them with the school and expectations for the coming year. This orientation provided parents information on buses, before and after school care, immunization requirements, ways parents can help prepare their child for school, and ended with a tour of the school.

All students were screened prior to or upon entering Kindergarten. The data was used to group students according to core and intervention instruction.

Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Goal 2: The percentage of students with one or more Out of School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System.

G2.   Goal 1: HME will increase their school grade from 318 to 378 as measured by the Florida Department of Education using the Spring ELA and Math FSA assessment including the Spring Next Generations Sunshine State Standards Science assessment.

Strategic Goals Detail

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

G1. Goal 2: The percentage of students with one or more Out of School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System. `1a`

🔑 G082997

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	45.0

Targeted Barriers to Achieving the Goal `3`

- Students' lack of development in social and emotion skills.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- APPLES Mentor teachers

- Second Step Team

- De-escalation Training

Plan to Monitor Progress Toward G1. `8`

District Priorities Progress Monitoring Out of School Suspension Data comparing 15-16 to 16-17.

Person Responsible

Richard Perdue

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

District Priorities Progress Monitoring of Out of School Suspension Data will be used to look for a decrease in out of school suspension when comparing 15-16 to 16-17 school year.

G2. Goal 1: HME will increase their school grade from 318 to 378 as measured by the Florida Department of Education using the Spring ELA and Math FSA assessment including the Spring Next Generations Sunshine State Standards Science assessment. 1a

🔑 G082998

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	52.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	54.0
FSA Mathematics Achievement	60.0
Math Gains	57.0
Math Lowest 25% Gains	49.0
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal 3

- Not all instructional staff are trained how to use STAR Data to its potential

- Teachers unfamiliar with Unity/Performance Matters

Resources Available to Help Reduce or Eliminate the Barriers 2

- TIF teachers

- Resources Teachers

- Adminstration

Plan to Monitor Progress Toward G2. 8

During PLC meetings, team members will monitor the State Standard/Instructional Planning Reports from STAR Reading, STAR Math along with the midyear and end of year Science Benchmark data.

Person Responsible
Heather Garlick

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Data will be noted in our PLC meeting minutes

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 2: The percentage of students with one or more Out of School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System. 1

🔑 G082997

G1.B1 Students' lack of development in social and emotion skills. 2

🔑 B220039

G1.B1.S1 Train teachers in Second Step. 4

🔑 S232314

Strategy Rationale

Teacher will be able to use Second Step lesson to focus on positive behavior.

Action Step 1 5

Second Step Training

Person Responsible

Leah Horrigan Smith

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Inservice report of attendance; implementation of Second Step

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

Classroom Walk-Throughs

> **Person Responsible**
>
> Tracey Zenoniani
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Classroom Walk-Through notes; 2D targeted Observations

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

Infraction Reports and Referrals

> **Person Responsible**
>
> Tracey Zenoniani
>
> **Schedule**
>
> On 5/26/2017
>
> ***Evidence of Completion***
>
> Discipline Reports; Castle Discipline Data

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

Provide training and support in classroom management strategies

> **Person Responsible**
>
> Tracey Zenoniani
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Second Step Training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management.

G2. Goal 1: HME will increase their school grade from 318 to 378 as measured by the Florida Department of Education using the Spring ELA and Math FSA assessment including the Spring Next Generations Sunshine State Standards Science assessment. 1

🔑 G082998

G2.B1 Not all instructional staff are trained how to use STAR Data to its potential 2

🔑 B220040

G2.B1.S1 Professional Development on the uses of the STAR Data. 4

🔑 S232315

Strategy Rationale

Teachers will be provided information for every individual students based off their performance on Florida's reading standards.

Action Step 1 5

Teachers will use STAR, Instructional Planning Reports/State Standard Report to guide instruction utilizing standards

Person Responsible

Heather Garlick

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data will be noted on our PDSA document within our PLC meeting minutes

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

Teachers and PLC team members will monitor standards using State Standards Report/Instruction Planning Reports to guide instruction during PLCs.

Person Responsible

Heather Garlick

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data will be noted on our PDSA document within our PLC meeting minutes

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

In the PDSA cycle, teachers will document the percentage of students meeting mastery for each benchmark standard.

Person Responsible

Heather Garlick

Schedule

Every 6 Weeks, from 8/26/2016 to 5/26/2017

Evidence of Completion

The changes will be noted within the PDSA document.

G2.B2 Teachers unfamiliar with Unity/Performance Matters `2`

🔧 B220041

G2.B2.S1 Professional Development on how to uses Unity/Performance Matters `4`

🔧 S232316

Strategy Rationale

Teachers will be able to pull reports targeting specific standards

Action Step 1 `5`

Train teachers how to upload assessments into Unity/Performance Matters

Person Responsible

Richard Mercadente

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

During biweekly grade level meetings, teachers and administrators will review student data on the most recent assessments.

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

Teachers will meet to review data pulled from benchmark assessment

Person Responsible

Richard Mercadente

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

During biweekly grade level meetings, teachers and administratiors will review student data on the most recent assessments.

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

Reports will be pulled monthly and reviewed. Teachers that are still struggling will be assisted by Mrs. Garlick

Person Responsible

Heather Garlick

Schedule

Monthly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Monthly, reports will be pulled and reviewed to see if teachers have uploaded student data into Performance Matters.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M300966	District Priorities Progress Monitoring Out of School Suspension Data comparing 15-16 to 16-17.	Perdue, Richard	8/10/2016	District Priorities Progress Monitoring of Out of School Suspension Data will be used to look for a decrease in out of school suspension when comparing 15-16 to 16-17 school year.	5/26/2017 quarterly
G2.MA1 M300971	During PLC meetings, team members will monitor the State Standard/ Instructional Planning Reports...	Garlick, Heather	8/10/2016	Data will be noted in our PLC meeting minutes	5/26/2017 quarterly
G1.B1.S1.MA1 M300963	Provide training and support in classroom management strategies	Zenoniani, Tracey	8/10/2016	Second Step Training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management.	5/26/2017 quarterly
G1.B1.S1.MA1 M300964	Classroom Walk-Throughs	Zenoniani, Tracey	8/10/2016	Classroom Walk-Through notes; 2D targeted Observations	5/26/2017 quarterly
G1.B1.S1.MA2 M300965	Infraction Reports and Referrals	Zenoniani, Tracey	8/10/2016	Discipline Reports; Castle Discipline Data	5/26/2017 one-time
G1.B1.S1.A1 A297229	Second Step Training	Horrigan Smith, Leah	8/10/2016	Inservice report of attendance; implementation of Second Step	5/26/2017 quarterly
G2.B1.S1.MA1 M300967	In the PDSA cycle, teachers will document the percentage of students meeting mastery for each...	Garlick, Heather	8/26/2016	The changes will be noted within the PDSA document.	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M300968	Teachers and PLC team members will monitor standards using State Standards Report/Instruction...	Garlick, Heather	8/10/2016	Data will be noted on our PDSA document within our PLC meeting minutes	5/26/2017 every-3-weeks
G2.B1.S1.A1 A297230	Teachers will use STAR, Instructional Planning Reports/State Standard Report to guide instruction...	Garlick, Heather	8/10/2016	Data will be noted on our PDSA document within our PLC meeting minutes	5/26/2017 every-3-weeks
G2.B2.S1.MA1 M300969	Reports will be pulled monthly and reviewed. Teachers that are still struggling will be assisted...	Garlick, Heather	8/26/2016	Monthly, reports will be pulled and reviewed to see if teachers have uploaded student data into Performance Matters.	5/26/2017 monthly
G2.B2.S1.MA1 M300970	Teachers will meet to review data pulled from benchmark assessment	Mercadente, Richard	8/10/2016	During biweekly grade level meetings, teachers and administratiors will review student data on the most recent assessments.	5/26/2017 biweekly
G2.B2.S1.A1 A297231	Train teachers how to upload assessments into Unity/Performance Matters	Mercadente, Richard	8/10/2016	During biweekly grade level meetings, teachers and administrators will review student data on the most recent assessments.	5/26/2017 biweekly

V. Professional Development Opportunities

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

G2. Goal 1: HME will increase their school grade from 318 to 378 as measured by the Florida Department of Education using the Spring ELA and Math FSA assessment including the Spring Next Generations Sunshine State Standards Science assessment.

G2.B1 Not all instructional staff are trained how to use STAR Data to its potential

G2.B1.S1 Professional Development on the uses of the STAR Data.

PD Opportunity 1

Teachers will use STAR, Instructional Planning Reports/State Standard Report to guide instruction utilizing standards

Facilitator

Heather Garlick

Participants

instructional staff

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

G2.B2 Teachers unfamiliar with Unity/Performance Matters

G2.B2.S1 Professional Development on how to uses Unity/Performance Matters

PD Opportunity 1

Train teachers how to upload assessments into Unity/Performance Matters

Facilitator

Richard Mercadante

Participants

Instructional staff

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Second Step Training	$0.00
2	G2.B1.S1.A1	Teachers will use STAR, Instructional Planning Reports/State Standard Report to guide instruction utilizing standards	$0.00
3	G2.B2.S1.A1	Train teachers how to upload assessments into Unity/Performance Matters	$0.00
		Total:	$0.00