

The School District of Lee County

# Harns Marsh Middle School



2016-17 Schoolwide Improvement Plan

## Harns Marsh Middle School

1820 UNICE AVE N, Lehigh Acres, FL 33971

<http://hmm.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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Harns Marsh Middle 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.

Every Student, Every Day, Gains Knowledge.

##### b. Provide the school's vision statement.

Our Vision: To be a World Class Middle School.

#### 2. School Environment

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

Our school learns about students' cultures and builds relationships between teachers and students through a variety of systemic processes focused on sustaining a safe, secure, healthy and positive learning environment. Through the utilization of school-wide Professional Learning Communities (PLC's), which is based on the research of Dr. Richard DuFour, Dr. Robert Eaker, and Rebecca DuFour. Within these learning communities, instructional staff members guide their instructional decision making based upon the "four PLC guiding questions":

1. "What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?" (ST, 2016).

Moreover, through the utilization of these four questions teachers collect and analyze student data to adapt and modify instructional strategies and differentiate instruction based on student needs. Through the data collection and analysis, our teachers are able to have constructive conversations with students about their individual progress and establish goals to improve their academic performance. Within these PLC's our instructional staff members are able to build professional relationships based on trust, accountability, and collaboration. Another way HMMS is able to learn about students' cultures and build relationships between teachers and students is the implementation and tight expectation of Kagan Cooperative Learning Structures. Our instructional staff members have participated in Kagan Cooperative Learning Structures workshop Days 1 and 2 school-wide this year, which focused on building classroom communities, positive relationships, and engaging students in the learning process. The use of Kagan structures "provides an environment in which students can reflect upon their newly acquired knowledge, process what they are learning by talking with and actively listening to their peers, and develop a common understanding about various topics" (Dean & Marzano, 2012). Moreover, it is a tight expectation our instructional staff members use Kagan Cooperative Learning Structures that focus on building positive classroom relationships through a variety of engaging activities that allow for social interaction and team building activities. Also, our instructional staff members will engage our students with cooperative learning activities that focus on academic, social, and emotional development. Additionally, through the implementation of our Leader in Me program, all members of the learning community will utilize leadership language based on Steven Covey's 7 Habits of Highly Effective Teens, Leader in Me Program. Our school uses the Leader in Me program to promote leadership characteristics and qualities among our diverse student population, which focus on the development of the 7 habits:

Habit 1: Be Proactive

Habit 2: Begin with the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Seek First to Understand, Then to be Understood

Habit 6: Synergize

Habit 7: Sharpen the Saw (Covey, 2008).

Furthermore, our PBIS Team provides Tier 1 positive incentives and rewards for students exhibiting positive leadership language and behaviors with their peers to encourage positive social interaction between teachers and students.

#### References

Covey, S. (2008). The 7 habits of highly effective teens.

Dean, C. B., & Marzano, R. J. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: ASCD.

Solution Tree (ST). (2016). PLC at Work & trade Professional Development. Retrieved from <http://www.solution-tree.com/presenters/plc-at-work>

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

Harns Marsh Middle School is a leadership school involved in the "Leader in Me" process and philosophy. Through the creation and implementation of our safety, supervision, and security plans, our students are always under the supervision of numerous members of the staff at all times. Moreover, it is the tight expectation that teachers and students demonstrate positive actions, behaviors, and language at all times. Additionally, through the implementation of various clubs and student organizations we provide our students extracurricular activities to enrich their education in a safe, secure, healthy, and positive environment. Furthermore, our discipline practices are transitioning to a restorative justice approach, where students are held accountable for their own actions with respect for all individuals involved. Moreover, through the integration of a multi-tiered system of supports focused on the delivery of social/emotional and academic supports to meet the needs of our diverse student population. We strive to promote an environment of cooperative learning, group cohesion, respect, and mutual trust.

At Harns Marsh Middle School we are dedicated to providing our students with a safe and secure structured learning environment. Our dedication to our students begins with ensuring our school establishes an environment where our students feel safe and respected before, during, and after school. Important features include a focus on student responsibility, self-discipline, progress monitoring, character education, meaningful homework, student engagement, an enforced dress code as per district requirements, and required attendance at conferences and monthly SAC meetings. We believe that students work best where the expectations are clearly defined. A strong emphasis is placed on the home and school working as a mutual partnership to promote appropriate behavior and successful learning for all diverse groups of students. A framework of mutual respect, cooperation, and regard to the rights and property of others and is viewed as an integral part of the social environment focused on creating the leaders of tomorrow through our Leader in Me program. In an effort to increase communication with families and create a safe learning environment, expectations have been placed on the following items and strategies below, including but not limited to:

Professional development aimed at the reduction of discipline incidents and referrals  
Increased support for parental involvement through our Bull's Expectation Card: CASTLE  
Detailed Security and Supervision Plan  
School Resource Officer - SRO on campus



All staff members, including office staff and paraprofessionals, assigned supervision duties during class changes  
Three security guards on campus during the school day  
Extra staff members during before and after school activities  
Staff member supervision during arrival and dismissal  
Before and after school fee-based program  
Establishment of Positive Parent Contacts logged through our District Application: CASTLE  
Request to visit with one of the school counselors through the District Application: CASTLE  
Parent/teacher/administrator/student conferences  
Behavior contracts and plans  
After school tutoring programs  
MTSS supports through multiple tiers of intervention  
Parent newsletters with PBIS publications embedded  
ParentLink: Mass telecommunication delivery system for school-wide messages and information  
Student Advisory Council meetings  
Leader in Me wall display

**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.**

The school-wide behavioral system is established through our District web application: CASTLE. The protocol system that has been established is based on restorative justice practices.

School-Wide Behavior protocols for:

1. Disruptive Behavior
2. Electronic/Telecom Devices
3. Food/Drink in Class
4. Horse Play
5. Insubordination/Disrespect
6. Tardy to Class

School-Wide Behavior Protocols: TAKEN FROM THE ELECTRONIC DISTRICT APPLICATION: CASTLE

1. Warning: Please contact the student's parent directly and advise them of the warning. Document this parent contact by logging the contact in CASTLE.

Message sent to student: A warning has been logged for you and you parent is being contacted. Please reflect on your behavior and make sure you think about making better choices in the future. -HMMS Administration

2. Parent Contact (by the teacher) Please contact the student's parent directly and advise them of the infraction. Document this parent contact by logging the contact in Castle.

Message sent to student: A warning has been logged for you and you parent is being contacted. Please reflect on your behavior and make sure you think about making better choices in the future. -HMMS Administration

3. Timeout: Please remember that the team timeout needs to be in a classroom that is the same grade level and same content area as the one you are teaching so the student is still receiving instruction. Please contact the student's parent directly and advise them of the infraction and team timeout. Document this parent contact by logging the contact in Castle.

Message sent to student: A team timeout has been logged for you and you parent is being contacted.



Please reflect on your behavior and make sure you think about making better choices in the future. As you serve the team timeout please listen to the content and still actively engage in the content to continue to learn.

-HMMS Administration

4. Counselor Request (Meeting) Please contact the correct counselor to request a student conference. Please contact the student's parent directly and advise them of the infraction and counselor request. Document this parent contact by logging the contact in Castle.

Message sent to student: A counselor request has been made and your parent is being contacted.

Please reflect on your behavior and make sure you think about making better choices in the future. - HMMS Administration

5. Detention (lunch) Please schedule the student's lunch detention through Castle and contact the student's parent directly to advise them of the infraction and lunch detention. Document this parent contact by logging the contact in Castle.

Message sent to student: A lunch detention has been scheduled in Castle and your parent is being contacted. Please reflect on your behavior and make sure you think about making better choices in the future. -HMMS Administration

6. Detention (lunch) Please schedule the students TWO lunch detention through Castle and contact the student's parent directly to advise them of the infraction and lunch detention. Document this parent contact by logging the contact in Castle.

Message sent to student: TWO lunch detention has been scheduled in Castle and your parent is being contacted. Please reflect on your behavior and make sure you think about making better choices in the future. -HMMS Administration

7. Detention (after school) Please schedule the students after school work detention through Castle and contact the student's parent directly to advise them of the infraction and after school work detention. Document this parent contact by logging the contact in Castle.

Message sent to student: An after school work detention has been scheduled in Castle and your parent is being contacted. Please reflect on your behavior and make sure you think about making better choices in the future. -HMMS Administration

8. Referral: Please issue the referral the student has reached step

Message sent to student: You have reached step 8, a referral has been issued- HMMS Administration

Moreover, instructional staff members are to reteach classroom and school-wide expectations regularly to reinforce the positive behaviors associated with providing a safe, secure, healthy, and positive learning environment with minimal distractions within the classroom. Students that have to leave the classroom for any behavior are assigned to a teacher with the same core subject if available that period to ensure students are still learning the content for the period.

Furthermore, 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 the 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.

Moreover, through the use of our Tier-2 interventions aligned to the Lee County School District Student Code of Conduct, the following interventions to support positive behavior and reduce behavior related classroom and school-wide incidents have been implemented:

Alternative to Suspension(ATS) Program  
Check-in/Check-out System(CICO)-Weekly for repeat ATS students  
Restorative Practices  
Requested Parent Shadowing  
School Counseling  
Parent conference with student, Admin, & Teachers.  
Behavior Contract/Plan  
Lunch/After school Detention

**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.**

Harns Marsh Middle School set up a mastery class for all students. Students meet bi-weekly with their mastery teacher to discuss grades, discipline, attendance, and goal setting. The students are provided an agenda book to write their Academic Goals, Personal Goals, and AR Goals each quarter. The mastery teacher will ensure that the agenda book goals are completed and updated throughout the year. Research shows that a student that has a person that they connect with on campus is more likely to stay in school and be successful.

In the District Application: CASTLE, the students have the option to request to see the counselor electronically. The counselors review the requests and schedule meetings based on the greatest need. The counselors are in the lunchroom during the student lunch periods to answer questions and just sit and talk with them as needed. This gives the students the option to "see" the counselor daily without losing instructional time which has been a deterrent for many students in the past especially in the advanced classes.

The counselors provide trainings to all students regarding the process for reporting in school bullying and cyberbullying. The Student Resource Officer will be working alongside the counselors to provide training on internet safety and human trafficking. Students that need additional support are linked to local agencies in the area.

### 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.**

Harns Marsh Middle School's early warning indicators for the 2016-17 school year are compiled through our District Web Application: CASTLE. CASTLE compiles data based on 10 indicators to create a list of students who meet the criteria for each indicator listed below. The number of indicators each student meets increases their overall position relative to other students who are on this list.

Absence Rate: Two or more absences in the first twenty days of the current academic school year

All Day Absences: Number of All Day Absences > 10% of current School Days or >18 days at any point in the academic school year

Credits Earned: Less than 75% for credits earned of total possible that can be completed

Course Related Failures: Minimum of 1 Failure - for any past year - in Reading, Math, English/ Language Arts or current grade of 'F' for courses

Discipline: Two more office discipline referrals per quarter per academic school year

FSA Reading: FSA Reading achievement level < 3

FSA Math: FSA Math achievement level < 3

GPA (Current Un-weighted): GPA ≤ 2.0

Mobility:

>4 schools for student's academic history

or >2 elementary schools attended in the current academic school year

or >4 middle schools attended in the current academic school year

or >5 high schools attended in the current academic school year

Retention: Retained in any given year in the student's academic history

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	25	28	45	0	0	0	0	98	
One or more suspensions	0	0	0	0	0	0	187	198	234	0	0	0	0	619	
Course failure in ELA or Math	0	0	0	0	0	0	12	18	3	0	0	0	0	33	
Level 1 on statewide assessment	0	0	0	0	0	0	213	259	288	0	0	0	0	760	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	66	72	99	0	0	0	0	237	

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

Attendance below 90 percent: Students that have less than 90 percent attendance are met with by administration and the school social worker. Parent phone calls are made with the parents to discuss the reasons behind their child's absences. The phone calls are logged in CASTLE. The mastery teachers (mentoring teachers) will log phone calls home and meetings with the students throughout the year.

One or more suspensions: The school created an Alternative to Suspension (ATS) room to keep our students that otherwise would be sent home in school and learning. The school leadership team (SLT) will meet to decide what is to be taught during the ATS schedule. The counselors will be part of the daily rotation to see the students in ATS to discuss the reasons behind the behavioral issues that landed them in the ATS room.

Course Failure for ELA or Math: Students that failed ELA or math the previous year are taking the current grade level course twice during the school day to support this year's content in the subject. Data shows that a student taking 6 and 7 grade math are not able to show significant improvement in learning compared to having the same grade level content taught twice. with the The math department was provided the program ALEK with district funds for levels 1 and 2. The school provided ALEK for levels 3-5 with Title 1 funds. The program will be used as a personalized

learning experience with a required 20 lessons each week. The students must successfully complete the 20 lessons each week. They are assigned 4 lessons each night to complete for their math homework this year. Regular math homework is not being assigned. The program provides online tutors and help options to ensure that the students are practicing the math concepts perfectly. Practicing math correctly ensures that the material they retain is the accurate means of solving the problems.

FSA Level 1 and 2 in ELA: Students who are Level 1 and 2 receive a double block of Reading and English Language Arts to provide additional support in developing grade level literacy. Moreover, our school has reinstated the Accelerated Reading program to enhance our student's proficiency in Reading Comprehension and Vocabulary Acquisition. Science content is taught through our reading classes and social studies content is taught through our ELA classes. Building content knowledge and vocabulary through these disciplines supports the reading process and supports the content that they are supposed to learn in science and social studies. Additionally, through our MTSS system students who have student improvement plans (SIP's) will receive additional intervention supports that will occur in their classrooms or an alternate location pending the individual circumstances. Furthermore, our ELA and reading departments will use common assessments data to determine our student's needs and modify and drive continuous improvement in teaching and learning. The program iLit45 will be used in our reading classes to allow each student to progress in reading at his/her own pace. Students can go further in the program by using it at home with their district provided Chromebooks.

## 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/305469>.

##### 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.

Harns Marsh Middle School utilizes the idea of collective leadership through empowering the members of our PBiS and Lighthouse Teams to establish sustainable partnerships through active donation programs. These programs allow for the PBiS and Lighthouse Teams to create and facilitate our students in leadership activities, rewards/incentives for behavior, academic achievement, and demonstrating leadership within the learning environment. Moreover, Harns Marsh Middle School participated in its first leadership day in June 2016, which had members from the local Chamber of Commerce, Lee Memorial Children's Hospital, Parents, and Community leaders. Additionally, we have established partnerships with local businesses, Universities, and High Schools to provide up

merchandise as incentives to support academic achievement and our goal of reducing the achievement gap between diverse groups of students.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Ross, Lisa	Instructional Coach
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
Turbeville, Missy	Other
Maere, Linda	Principal
Lightfoot, Christopher	Teacher, K-12
Dworzanski, Alex	Assistant Principal

#### b. Duties

##### ***1. 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, anecdotes) 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 MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

##### **Academic Coaches & TIF Teachers**

- Attend MTSS Progress Monitoring Meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented

- Administer screenings

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

Intervention Support Specialist

- 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
- Collect school-wide data for team to use in determining at-risk students
- Schedules interventions and enters data into District Application: CASTLE

Guidance Counselors

- 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 MTSS data when making eligibility decisions

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

**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.**

Student scores from the FSA are used to create the master schedule. Based on the number of intensive reading and math classes needed, the District Resource Allocation (DRA) funds are allocated to meet the needs of our diverse student population. Title 1 funds are used to hire additional math and ELA teachers to support the need for smaller class sizes and daily instruction. Title 1 dollars are allocated to different supplemental educational programs to assist the teachers in assuring that the students master the necessary ELA and math standards so that they are successful in school and life. Funds from Title 1 are used for professional development of the teachers and administrators. Funds are also allocated for mailings to communicate with the families about their child's progress or opportunities for community engagement. Supplemental Academic Instruction Units (SAI) are budgeted for extra teachers and a para to support the core classes. SAI funds are also allocated for summer school for our 6 and 7 graders to assist them with credit retrieval so that they can go to high school on schedule. Funds from SAI are also used for after school tutoring to support students that need assistance in the area of ELA and math. The administration met to determine how funds would be allocated. Meetings take place as needed to complete the budgets and move funds as needed throughout the school year. Surveys to staff are shared so that school leadership can identify the needs and support the staff requests based on the survey. The budgets are sent to the administrative team for them to individually work on to determine the best plan for how our resources are allocated. We then collaborate by reviewing the plans that they submit and reaching consensus on how our budgets are submitted to the district for approval.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Jeffrey Kunberger	Parent
Linda Maere	Principal
Christopher Lightfoot	Teacher
Jenny Johnson	Education Support Employee
Rebecca Brown	Principal
Laura Voellinger	Business/Community
Janna Finkley	Parent
Carsten Finkley	Student
Geri Herrera	Education Support Employee
Marsia Barrientos	Business/Community
Caroline Gamez	Business/Community

### 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

After evaluating last year's SIP, there was a lack of evidence to support fidelity in the implementation of the strategies identified within the plan. We are working to ensure that we have more parent involvement this year by sending mailings and parentlink callouts.



**b. Development of this school improvement plan**

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

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

The SAC viewed the DRA and Title 1 budgets for the 2016-2017 school year and received information regarding the purpose of the funds and how they would be allocated. Discussion of the Title 1 budget at the first SAC meeting resulted in moving technology funds into classroom supplies and technology programs.

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

School Improvement Funds totaling 4,420.04 were allocated for student supplies by the SAC committee on October 5, 2015.

**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
Ross, Lisa	Instructional Coach
Berry, Dana	Assistant Principal
Hitchcock, Jennifer	Teacher, K-12
Maere, Linda	Principal
Lightfoot, Christopher	Administrative Support
Moore, Gayla	Teacher, K-12
Pelter, Katharine	Teacher, K-12
Bernagene, Nelta	Teacher, K-12
Turbeville, Missy	Teacher, K-12
Lynch, Vanessa	Teacher, K-12

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

The team will be working to help implement reading strategies in content area classes and design content-specific reading curriculum. Additionally, ELA and Reading will support Social studies and Science to increase the skills associated with literacy and reading comprehension.

**D. Public and Collaborative Teaching**

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

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

Harns Marsh Middle School utilizes Professional Learning Communities (PLC's) to foster positive professional relationships through collaborative planning and peer observation. At Harns Marsh Middle School, we believe in an inclusive environment aimed toward the continuous improvement of teaching and learning. Through the use of PLC's and cross-curricular planning and support between the core academic subject, our instructional staff members are able to foster a professional learning environment based on trust, mutual respect, collaboration, and empathy. The leadership at Harns Marsh Middle School practices principles of distributive leadership for "the development of sustainable professional teacher communities taking responsibility for leading teaching and learning" (Hauge, Norenes, & Vedøy, 2014). Through the distributive leadership model, the administration at Harns Marsh Middle School empowers its' teachers to work collaboratively through grade level subject area PLC's, which includes collaboration in planning for a standards-based curriculum and the design of common assessments. Moreover, Harns Marsh Middle School had created model classrooms for instructional staff members to observe their peers and give feedback toward identifying the effective aspects of their lessons, as well as their opportunities for growth and development. Through the establishment of an inclusive learning environment, that encourages positive working, collaboration, and planning amongst all teachers within the learning environment. Through these practices, the school leadership focuses on the continuous improvement of teaching and learning to ensure the reduction of the achievement gap between our diverse groups of students. Furthermore, the Principal at Harns Marsh Middle School practices transformational leadership, which can be identified in seven characteristics exemplified by our school leader:

1. Building school vision and establishing goals,
2. Creating a productive school culture,
3. Providing intellectual stimulation,
4. Offering individualized support,
5. Modeling best practices and important organizational values
6. Demonstrating high-performance expectations, and
7. Developing structures to foster participation in school decisions (Denmark, 2012).

Through these seven characteristics, our school leadership is able to build capacity, foster collaboration, and promote positive working relationships through various committees, teams, and learning communities throughout our learning organization.

### References:

Denmark, V. (2012). Transformational Leadership - A Matter of Perspective. Retrieved from <http://www.advanc-ed.org/source/transformational-leadership-matter-perspective>

Hauge, T., Norenes, S., & Vedøy, G. (2014). School leadership and educational change: Tools and practices in shared school leadership development. *Journal Of Educational Change*, 15(4), 357-376. doi:10.1007/s10833-014-9228-y

## **2. 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 among the faculty, Harns Marsh Middle School administration and school leadership team will encourage and work diligently to attract applicants who are highly qualified in their area(s) of certification. This will be accomplished through opportunities for professional development, distributive leadership roles, and access to state of the art technology. Moreover, Harns Marsh Middle School utilizes the hard to staff school District incentive to attract the best talent through monetary bonuses. Additionally, we use our technology and family-like school culture to recruit, develop

and retain highly qualified, certified-in-field, effective teachers to the school. However, if we can hire an individual who demonstrates passion and drive that are not highly qualified or certified-in-field, we establish a plan to ensure they are able to take the necessary course and Professional Development that will allow them to meet the criteria prior to the following school year.

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

Harns Marsh Middle School participates in the Lee County School District's A.P.P.L.E.S. program, where teachers with three or more years of an effective or highly effective rating can enroll in a Clinical Educator Training program. Once the teachers successfully complete their training they are then able to become a mentor within our school. Mentors are paired with first-year or new to the district teachers to provide support and guidance in instructional and non-instructional responsibilities. The mentor teacher is responsible for observing, providing feedback, coaching, and modeling for the teacher. Each individual task or activity that is completed by the mentee has a reflective component attached to it, to provide a deeper understanding of the instructional practices used and where were the opportunities for growth and development. Moreover, the specific activities that are required by the LCSD are A.P.P.L.E.S. observations, PDP, planning, and PLC participation. However, we have currently enrolled our first-year teachers in the C.H.A.M.P.S. Positive Classroom Management training reduce the anxiety that comes with being brand new and not having any Classroom Management Professional Development prior to being hired. The mentors and mentees are paired by similar subject or content area to ensure cohesion of information and strategies are relevant to their necessities.

## **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.***

Harns Marsh Middle School has adopted curriculum and instructional resources that are aligned to District and State adopted standards. Moreover, these resources are selected through the District's adoption schedule, which will be transitioning to a collection of electronic resources that are aligned to Florida standards through the LMS Safari Montage. Additionally, through the adoption of AVID and Kagan Cooperative Learning Structures, it allows us to provide our instructional staff members with the development of effective strategies to implement our adopted curriculum within their individual classrooms. The purchase of Read180, iLit ELL, WriteScore, and Newsela was made to assist our teachers with programs that identify the standards and gives them support in how to teach the standards.

#### **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.***

Harns Marsh Middle School uses the Lee County School District Web Application CASTLE to collect and monitor the progress of each student. CASTLE allows all common assessment data to be collected and graphed to identify trends in academic success as well as learning gains for each standard that is assessed. It is a tight expectation that teachers at Harns Marsh Middle School engage our students through numerous differentiated strategies that are identified below, but are not limited to:

Kagan Cooperative Learning Structures  
Close Reads  
Document Based Questions  
Gallery Walks  
AVID Strategies  
Cornell Notes  
Personalized Learning Web Applications

Additionally, instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through multiple ways. Harns Marsh Middle School has adopted a 1:1 Chromebook program that provides each student with a laptop to possess throughout the school year. These laptops allow students to receive supplemental work through personalized learning web applications, such as ALEKS, IXL, NewsELA, Pearson Successnet, and ICIVICS. The programs and their components measure the proficiency of each student's progression on their supplemental activity. Moreover, our school District has adopted the license for Safari Montage, which provides standards-based resources that instructional staff members can assign to their students in multiple formats that match their student's particular learning style.

Through our MTSS program, students in need of intensive academic interventions are identified and in class, interventions are scheduled. These interventions provide students with additional support within their classroom to ensure fidelity is met with the intervention process. Moreover, our Intervention Support Specialist provide instructional staff members with specific research-based strategies to implement with specific students to aid in support of all students not meeting proficiency.

**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:** Summer Program

**Minutes added to school year:**

Providing Summer School for 6th and 7th graders who need to gain the credits needed to graduate on time.

**Strategy Rationale**

To reduce the amount of students having to attend summer school prior to entering the 9th grade because they lack the necessary requirements, as per the Florida Department of Education.

**Strategy Purpose(s)**

- Core Academic Instruction

**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**

Successful completion of the scheduled summer school classes and the learning gains when compared to their previous attempt at the academic course.

**Strategy: After School Program**

**Minutes added to school year:**

Junior Thespians

***Strategy Rationale***

To provide students with additional opportunities to grow their knowledge in theater production, drama, and/or performance.

***Strategy Purpose(s)***

- Enrichment

***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***

The amount of students who sign up and participate in our District-wide competition.

**Strategy: After School Program**

**Minutes added to school year: 4,320**

Youth in Government

***Strategy Rationale***

Provides students the opportunity to draft legislation to participate in a state-wide mock legislator with students from all over the state of Florida. Furthermore, this after school club creates authentic learning environment, where students get to participate personally with civic related issues that they are passionate about.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Dunne, Kaisha, kaishad@leeschools.net

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

The amount of students who successful draft bills and participate in the state-wide mock legislative competition.

**Strategy: After School Program**

**Minutes added to school year: 2,460**

Lego Robotics

**Strategy Rationale**

To provide students opportunities to collaboratively work together in teams to construct and program robots made out of Legos and program them to perform tasks and functions through writing software code.

**Strategy Purpose(s)**

- Enrichment

**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**

The amount of students who sign up, participate, and compete in local Lego Robotics within our District.

**Strategy: After School Program**

**Minutes added to school year:**

After School Tutoring Program

**Strategy Rationale**

To provide students with additional support and supplemental instruction to increase students academic achievement and proficiency levels.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Berry, Dana, danaab@leeschools.net

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

The increase measured learning gains for each specific student based on the standard assessed on.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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



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.

## **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.***

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. Moreover, through our AVID elective, we encourage and guide our students through the requirements for college and the requirements for our student's future careers.

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

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 . Furthermore, Harns Marsh Middle School offers a Certified Internet Webmaster (CIW) Certificate program, which promotes the foundation for a future career in Internet Communications Technology (ICT). This certification along with our PLTW elective is the foundation for our students to develop a strong sense of digital literacy and skills needed to compete in a global economy. Additionally, we have established a Lego Robotics program to build on the curiosity of our students in the areas of engineering, computer science, and design.

### ***3. 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 completes the career and technical education component through their social studies class. This component is comprised of mapping out their high school courses to identify the credits they need to successfully graduate High School on time. Additionally, we have our students take a career interest survey to identify potential career opportunities they may be interested in pursuing in the future. Moreover, we have the students identify the requirements of each career they are interested and compare it to their High School schedules to see if they are on track for their possible career paths. We provide our students with the information needed to pursue their career of choice in the future.

### ***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.***

N/A



## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Reduce suspensions school-wide by 10% through the creation of an Alternative to Suspension program that focuses on restorative justice practices aligned with the Lee County School District's Student Code of Conduct to ensure a safe and secure learning environment.
- G2.** Goal 1: Increase the overall achievement levels for all students in ELA, math, science, and civics by 5% school-wide for 2016-2017 school year.

## 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.** Reduce suspensions school-wide by 10% through the creation of an Alternative to Suspension program that focuses on restorative justice practices aligned with the Lee County School District's Student Code of Conduct to ensure a safe and secure learning environment. 1a

G083955

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	10.0
Discipline incidents	

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent classroom management strategies utilized by instructional staff members.

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

- Professional development opportunities
- Use of TIF teachers, Coaches, Teacher leaders, Administrators to provide supports through in class coaching
- Peer Mentors
- Kagan cooperative structures Professional Development
- Use of model classrooms for instructional staff members to observe.

**Plan to Monitor Progress Toward G1.** 8

The data that will be collected and reviewed throughout the year to determine the progress toward reduction in suspension by 10% school-wide will be collected through our District Application: CASTLE and the number of discipline incidents and referrals that are logged.

**Person Responsible**

Rebecca Brown

**Schedule**

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

**Evidence of Completion**

The reduction of discipline incidents and referrals that are generated from incidents within classrooms. The evidence will be collected through our District Application to determine if we are experiencing a reduction in discipline incidents and referrals that would result in a suspension. Additionally, the number of students who are placed in our Alternative to Suspension (ATS) program.

**G2. Goal 1:** Increase the overall achievement levels for all students in ELA, math, science, and civics by 5% school-wide for 2016-2017 school year. 1a

G083956

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	46.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	47.0
Math Gains	48.0
Math Lowest 25% Gains	38.0
Statewide Science Assessment Achievement	37.0
Civics EOC Pass	52.0

**Targeted Barriers to Achieving the Goal** 3

- High Teacher Turnover: Due to a low teacher retention rate we have four unfilled positions in language arts, reading, math, and science.
- Lack of understanding how to use data to drive instruction and student learning.
- Lack of student engagement
- Inconsistent interventions

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

- Utilize District incentives to recruit, hire, and retain the the best highly-qualified talent.
- The use of Teacher Leaders and Academic Coaches to provide data analysis support within the PLC process.
- Professional Development workshop for Kagan Cooperative Learning Structures.
- The use of WriteScore to provide an in-depth analysis with feedback on students writing.
- Cross-curricular planning with content areas to increase writing in all core academic and elective classrooms.
- 1:1 Chromebook program
- Web 2.0 Applications
- Effective leadership
- Castle standards tracker
- Common formative and summative assessments
- Academic interventions
- After school tutoring
- Structured Professional Learning Communities
- Common Board Configuration
- TIF Teachers

- Coaches
- Professional development opportunities.

### Plan to Monitor Progress Toward G2. 8

The data collected and reviewed throughout the year to determine the 5% increase school-wide for ELA will be measured by WriteScore, Accelerated Reader, and Star 360.

#### **Person Responsible**

Dana Berry

#### **Schedule**

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

#### **Evidence of Completion**

The results and reports generated through each measurement tool will be collected and compared throughout the year to identify increases and opportunities of growth for each individual student to ensure positive learning gains are made.

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Reduce suspensions school-wide by 10% through the creation of an Alternative to Suspension program that focuses on restorative justice practices aligned with the Lee County School District's Student Code of Conduct to ensure a safe and secure learning environment. 1

G083955

**G1.B1** Inconsistent classroom management strategies utilized by instructional staff members. 2

B223071

**G1.B1.S1** The establishment of clear school-wide expectations for student behavior. 4

S235362

### Strategy Rationale

To eliminate inconsistencies with our discipline process, which will ensure fidelity with our discipline practices.

### Action Step 1 5

Establish School-Wide classroom expectations and have them posted within each classroom.

#### Person Responsible

Alex Dworzanski

#### Schedule

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

#### Evidence of Completion

The evidence that will be used to measure the progress of the establishment of school-wide classroom expectations will be our discipline warnings that are collected through our District Application CASTLE.

### Action Step 2 5

Provide additional support for teachers exhibiting a high rate of discipline incidents within their classroom.

#### Person Responsible

Alex Dworzanski

#### Schedule

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

#### Evidence of Completion

The additional support will be provided based on an instructional staff members rate of discipline incidents/referrals that occur within their individual classroom environment, as measured by our District Application: CASTLE.



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

The actions that will be taken to monitor and support the fidelity and implementation of the reduction of student suspensions will be completed through our District Application: CASTLE.

#### **Person Responsible**

Rebecca Brown

#### **Schedule**

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

#### ***Evidence of Completion***

The number of discipline incidents and referrals that are entered into our District Application: CASTLE. The evidence will be the logged incidents and referrals and the actions taken to reduce these incidents from reoccurring.

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

The actions that will be taken to monitor and support the effectiveness of implementation will be the use of walkthrough's, peer observations, observations, coaching and mentoring.

#### **Person Responsible**

Rebecca Brown

#### **Schedule**

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

#### ***Evidence of Completion***

The evidence that will be collected and used to demonstrate the action plan for the strategy is being monitored and implemented with effectiveness will be the use of Google forms and the District Observational tools to measure the classroom management practices used by individual instructional staff members.

**G1.B1.S2 C.H.A.M.P.S. Positive classroom management: Professional development opportunity.** 4

 S235363

### **Strategy Rationale**

Due to high instructional staff member turnover, all first year and most second year teachers in our building will participate in the C.H.A.M.P.S. classroom management professional development.

### **Action Step 1** 5

Monitor the discipline incident/referral rate for all first-year teachers at HMMS as well as second-year teachers who have participated in the C.H.A.M.P.S. positive classroom management training.

#### **Person Responsible**

Alex Dworzanski

#### **Schedule**

Quarterly, from 9/26/2016 to 6/9/2017

#### **Evidence of Completion**

The evidence that will be completed to demonstrate the completion of this activity will be the number of teachers who successfully complete the C.H.A.M.P.S. positive classroom management training.

### **Action Step 2** 5

For instructional staff members who have not participated in the professional development, but exhibit a high rate of discipline incidents/referrals; pair them up with a teacher with a similar student demographic to observe effective classroom management strategies.

#### **Person Responsible**

Alex Dworzanski

#### **Schedule**

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

#### **Evidence of Completion**

The number of incidents and referrals for individual teachers exhibiting a high-rate of occurrences within their classrooms. Additionally, the logging of supports and development opportunities used to support effective classroom management practices.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The actions that will be taken to monitor and support the fidelity and implementation of C.H.A.M.P.S. positive classroom management training will be the number of teachers who are utilizing it within their classrooms with fidelity.

#### **Person Responsible**

Alex Dworzanski

#### **Schedule**

Monthly, from 9/12/2016 to 5/26/2017

#### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for the strategy that is being monitored and implemented with fidelity is the observations, classroom walkthrough and discipline data.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

To monitor and support the effectiveness of the implementation of C.H.A.M.P.S. positive classroom management training Administration, Coaches, TIF teachers, and peer observations and walkthrough's will be conducted.

#### **Person Responsible**

Alex Dworzanski

#### **Schedule**

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

#### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for the strategy that is being monitored and implemented for effectiveness will be the total amount of discipline and referral incidents logged in District Application: CASTLE.

**G2.** Goal 1: Increase the overall achievement levels for all students in ELA, math, science, and civics by 5% school-wide for 2016-2017 school year. 1

G083956

**G2.B1** High Teacher Turnover: Due to a low teacher retention rate we have four unfilled positions in language arts, reading, math, and science. 2

B223075

**G2.B1.S1** Utilization of our status as a Hard to Staff school as a financial incentive to recruit, hire and retain the best highly-qualified instructional staff members. 4

S235364

### Strategy Rationale

By offering an addition monetary incentive, our school will be able to use this incentive as a way to hire the best talent available. Moreover, through district recruitment fairs, we will be able to showcase this financial bonus as a prominent hiring point.

### Action Step 1 5

Continuously advertise our open positions

#### Person Responsible

Dana Berry

#### Schedule

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

#### Evidence of Completion

Continuously ensuring that the vacancies at Harns Marsh Middle School are advertised on our District Website.

### Action Step 2 5

Attend recruitment fairs at local colleges and universities to market our open positions to recent college graduates with an interest in education.

#### Person Responsible

Linda Maere

#### Schedule

On 5/26/2017

#### Evidence of Completion

The participation of our Administration in local recruiting events.

### Action Step 3 5

Establish partnerships with local community organizations to recruit, hire, and retain diverse instructional staff members.

**Person Responsible**

Rebecca Brown

**Schedule**

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

***Evidence of Completion***

The Evidence of this task completed will be when all of our teacher vacancies with full-time certified instructional staff.

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

To monitor and support the fidelity of this task resumes will be monitored daily to ensure the best applicants can be interviewed.

**Person Responsible**

Dana Berry

**Schedule**

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

***Evidence of Completion***

The evidence for this task will be in the form of the number of candidates interviewed and hired for a full-time instructional staff position.

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

To monitor this task, the interviews conducted for individuals applying for our vacant positions will be tallied, and to support the implementation of this task department heads of the subject area vacancy will participate in the interview process. Additionally, the Hard to staff school incentive would be offered as an incentive for the candidate to sign a three-year contract.

**Person Responsible**

Dana Berry

**Schedule**

Every 2 Months, from 8/10/2016 to 5/26/2017


***Evidence of Completion***

The evidence that will be collected will be the amount of hired staff that will agree to sign the three-year contract after their first-year of receiving a rating of effective or highly effective, as measured by their VAM score. Moreover, the evidence that will demonstrate the success of the strategy was monitored and implemented with fidelity and effectiveness will be the logs of the amount of interviews conducted and applicants flagged for an interview.

**G2.B2** Lack of understanding how to use data to drive instruction and student learning. **2**

 B223076

**G2.B2.S1** Provide professional development in Data Analysis. **4**

 S235365

**Strategy Rationale**

By providing professional development in data analysis, teachers will be able to modify their instruction based on student needs to continuously improve teaching and learning within their classrooms.

**Action Step 1** **5**

Through our subject area professional learning communities, our Department heads will lead the data analysis process to identify methods of collecting data, charting data, identifying trends, and using data to inform instructional methods and strategies.

**Person Responsible**

Dana Berry

**Schedule**

Every 3 Weeks, from 8/10/2016 to 8/10/2016

***Evidence of Completion***

The collection of progress monitoring data through our District Application: CASTLE and strategies utilized during instruction that will be documented within their PLC minutes.

**Action Step 2** **5**

Use of our District Web application to collect progress monitoring data.

**Person Responsible**

Jennifer Voellinger

**Schedule**

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

***Evidence of Completion***

The number of teachers entering data to into our District Application: CASTLE.



### Action Step 3 5

Use of District Application: CASTLE to collect PLC agendas, meeting minutes, and artifacts ( Data, student samples, and activities).

#### **Person Responsible**

Dana Berry

#### **Schedule**

Weekly, from 9/20/2016 to 5/19/2017

#### ***Evidence of Completion***

The monitoring of PLC agendas, meeting minutes, and artifacts through or District Application: CASTLE.

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

The actions that will be done to monitor and support the fidelity of the professional development in Data Analysis will be monthly meetings with the trainer and department heads to ensure all individuals who participated in the PD understand how to use data to drive their instruction. Additionally, for the individuals who need support more professional development will be provided to ensure the effective use of data for the continuous improvement of teaching and learning.

#### **Person Responsible**

Dana Berry

#### **Schedule**

Monthly, from 8/19/2016 to 5/26/2017

#### ***Evidence of Completion***

The evidence to support the fidelity in ensuring accurate progress monitoring and data analysis will be collected through our District Application: CASTLE, which will be comprised of meeting minutes, agendas, common assessments, and data collected through common assessments.

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

An Administrator will monitor the uploaded PLC documents to determine if there is fidelity with the data used to improve teaching and learning. Administration, coaches, and TIF teachers will support the PLC process by assisting subject area PLC's in data collection and analysis.

**Person Responsible**

Dana Berry

**Schedule**

Monthly, from 9/23/2016 to 5/19/2017

***Evidence of Completion***

The evidence that will be collected is the PLC items that will be uploaded in our District Application: CASTLE, as well as the progress monitoring data with interventions created to aid struggling students to meet mastery of specific standards. The evidence to determine the effectiveness of the action plan will be measured by the number of students meeting proficiency in English Language Arts by achieving a 3 or higher on their FSA.

## G2.B3 Lack of student engagement 2

B223077

### G2.B3.S1 Kagan Cooperative Learning Structures professional development workshop. 4

S235366

#### Strategy Rationale

Provide teachers with structures to increase student engagement within their individual classrooms, while promoting a safe, secure, healthy, and positive learning environment. Additionally, providing our instructional staff with professional development in student engagement strategies aligns with our District's 3-year strategic plan, more specifically Focus Area 1: Inspire Students To Think And Learn, Objective 1.1. - Establish and maintain active and engaging learning environments in all schools.

#### Action Step 1 5

Monitor the use and effectiveness of Kagan Cooperative Structures within classrooms.

##### Person Responsible

Rebecca Brown

##### Schedule

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

##### Evidence of Completion

Classroom observations that are aligned with Domain 3: Instruction, Category 3c. Engages students in learning rating of effective or highly effective.

#### Action Step 2 5

Provide additional coaching or professional development opportunities for teachers having the most difficulty implementing the Kagan Structures.

##### Person Responsible

Amanda Innarelli

##### Schedule

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

##### Evidence of Completion

The evidence will be identified through the amount of teachers who earn a rating below effective in Domain 3, Category 3c. Engages students in learning.

## Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom walkthrough's, observations, and coaching will be used to monitor and support the fidelity of Kagan Cooperative Learning Structures.

### **Person Responsible**

Dana Berry

### **Schedule**

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

### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for the strategy was monitored to determine if the strategy is being implemented with fidelity is an observation checklist created through Google Forms for peer observations focused on Domain 3: Instruction, Category 3c. Engages students in learning rating of effective or highly effective. Each time an observation, walkthrough, or coaching opportunity occurs it will be logged through Google Forms, which will allow our leadership team to identify individuals seeking to improve their instruction.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The actions that will be taken to monitor and support the effectiveness of this strategy will be in the form of logged observations, walkthrough's, and coaching.

### **Person Responsible**

Jennifer Voellinger

### **Schedule**

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

### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan has been implemented with effectiveness are the logged coaching, observations, and walkthrough's that are occurring within our school.

## G2.B3.S2 Classroom walkthrough's and observations 4

 S235367

### Strategy Rationale

To provide teachers with constructive feedback and support to improve instructional strategies within their individual classroom. Through is system of monitoring and support, this strategy aligns with our District's 3-year strategic plan, more specifically Focus Area 6: Drive Decisions With Data and Objective 6.5. - Implement systems for monitoring, analyzing, and improving performance across the district.

### Action Step 1 5

Utilize classroom walkthroughs and observations as a tool for instructional support and improvement.

#### Person Responsible

Rebecca Brown

#### Schedule

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

#### Evidence of Completion

The amount of teachers who have demonstrated a rating of effective or highly-effective for Domain 3c.Engaging students in Learning.

### Action Step 2 5

Monitor the progress of instructional staff members with an observation or walkthrough rating of Unsatisfactory or Needs improvement/developing through the creation of individualized professional development plans.

#### Person Responsible

Dana Berry

#### Schedule

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

#### Evidence of Completion

The achievement of the goals identified in the individualized professional development plans, as well as the growth indicated by future observations of teachers measured by Domain 3: Instruction, category 3c. Engages students in learning.

## Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

The actions that will be taken to monitor and support the fidelity of implementation will be the logged and collected observations, walkthroughs, and coaching opportunities that are conducted within our learning environment.

### **Person Responsible**

Alex Dworzanski

### **Schedule**

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

### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for this strategy was monitored and being implemented with fidelity are the amount of observations, walkthrough's, and coaching opportunities logged and collected that demonstrate a rating of effective or highly effective, as measured by Domain 3: Instruction, Category 3c. Engages students in learning.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

The actions that will be taken to monitor and support the fidelity in the implementation of classroom walkthrough's, observations and coaching opportunities are the amount of students who are surveyed that indicate they are engaged in their classroom learning activities.

### **Person Responsible**

Rebecca Brown

### **Schedule**

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

### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for this strategy was monitored and being implemented with effectiveness will be the reduction in discipline incidents within classrooms and the increase in school-wide ELA levels by 5%.

**G2.B3.S3** Establishment of model Kagan Cooperative Learning Structures classroom. 4

S235368

### Strategy Rationale

Teachers will be able to observe during their planning period model classrooms where specific Kagan structures will be modeled. This will allow members of the staff to observe effective practices that are being utilized throughout the learning environment.

### Action Step 1 5

The creation of model classrooms for Kagan Cooperative Learning Structures.

#### Person Responsible

Linda Maere

#### Schedule

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

#### Evidence of Completion

The reduction of instructional staff members earning a rating of "Unsatisfactory Needs Improvement/ Developing", as measured by Domain 3: Instruction, category 3c. Engages students in learning.

### Action Step 2 5

Identifying instructional staff members in need of support implementing Kagan Cooperative Learning Structures.

#### Person Responsible

Missy Turbeville

#### Schedule

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

#### Evidence of Completion

Identify the instructional staff members who earned a rating below accomplished, and provide them with a variety of model classrooms to visit and reflect upon. The evidence will be collected in the form of instructional staff members earning a rating below effective as indicated by Domain 3: Instruction, category 3c. Engages students in learning.

### Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Teachers selected as a model classroom must demonstrate a concrete understanding and achieve an observation rating of effective or highly effective in Domain 3. Instruction, category 3c. Engages students in learning.

#### **Person Responsible**

Alex Dworzanski

#### **Schedule**

Quarterly, from 9/5/2016 to 5/26/2017

#### ***Evidence of Completion***

Teachers who observe the model classroom will complete a sign in with a reflective component, in regards to the observed cooperative learning structure.

### Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

The actions that will be taken to monitor and support the effectiveness of implementation of model classrooms for Kagan Cooperative Learning Structures will be the number of individuals who schedule to visit the model classroom.

#### **Person Responsible**

Dana Berry

#### **Schedule**

Quarterly, from 9/5/2016 to 5/26/2017

#### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for this strategy is being monitored and implemented with effectiveness are the number of teachers who are observing model classrooms and the number of effective or highly effective ratings in Domain 3: Instruction, Category 3c. Engages students in learning by the end of the year.



**G2.B3.S4** The use of Google and Web-Based Applications within classrooms. 4

S235369

**Strategy Rationale**

The use of Google and Web-Based Applications within classrooms will allow students to utilize a 21st-century means of web-based collaboration tools within their learning environment.

**Action Step 1** 5

Instructional staff members will have professional development opportunities to learn how to use web-based applications alongside their instructional strategies.

**Person Responsible**

Kaisha Dunne

**Schedule**

Quarterly, from 9/14/2016 to 5/26/2017

**Evidence of Completion**

The number of instructional staff members who are effectively utilizing technology within their classrooms as measured by Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.

**Action Step 2** 5

Observations and classroom walkthroughs focused on Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.

**Person Responsible**

Dana Berry

**Schedule**

Quarterly, from 9/14/2016 to 5/26/2017

**Evidence of Completion**

The evidence used to determine the completion of this activity will be measured by the amount of teachers rated effective or highly effective in Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.

### Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

The actions that will be taken to monitor the fidelity of implementation of using Google and Web-Based Applications within their classrooms will be in the form of observations, walkthrough's, and surveys to measure the instructional staff members knowledge and ability effectively implement the use of technology in their classrooms.

#### **Person Responsible**

Dana Berry

#### **Schedule**

Quarterly, from 9/13/2016 to 5/26/2017

#### ***Evidence of Completion***

The evidence that will be collected and used to demonstrate the action plan is being monitored and implemented with effectiveness will be aligned with Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology. The number of teachers achieving effective or highly effective will be identified and compared to the number who achieve a rating below effective.

### Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

The actions that will be taken to monitor and support the effectiveness of the integration of technology to support Google and Web-based applications within classrooms will be the surveying of teachers and students to gain feedback on the usage and comfort level of various users within our learning environment.

#### **Person Responsible**

Kaisha Dunne

#### **Schedule**

Semiannually, from 9/13/2016 to 5/26/2017

#### ***Evidence of Completion***

The evidence that will be collected to demonstrate the action plan for the strategy was monitored and implemented with effectiveness will be in the form of the collected responses from teachers and students. These responses will be used to identify specific supports for each teacher to establish individualized support where needed.

## G2.B4 Inconsistent interventions 2

 B223078

**G2.B4.S1** Schools will utilize consistent interventions for academics and professional development of teachers. 4

 S235370

### Strategy Rationale

This strategy aligns with the District Improvement and Assistance Plan, which will be used to establish consistent interventions to improve student achievement data through frequent progress monitoring using the District web application Castle.

### Action Step 1 5

Professional development and intervention support will be provided to teachers who recommend students for MTSS.

#### Person Responsible

Christopher Lightfoot

#### Schedule

Quarterly, from 9/13/2016 to 5/26/2017

#### Evidence of Completion

Increase student achievement levels in ELA classrooms for students who have received targeted academic interventions through the progress monitoring data collected through our District Application: CASTLE.

### Action Step 2 5

Observational and academic data will be collected and entered in CASTLE to ensure fidelity in the intervention process.

#### Person Responsible

Christopher Lightfoot

#### Schedule

Every 3 Weeks, from 9/12/2016 to 5/26/2017

#### Evidence of Completion

Positive learning gains as the result of targeted interventions as measured by our District Application: CASTLE.

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The actions that will be conducted to monitor and support the fidelity of implementation of school-wide interventions will be the logged interventions that teachers have attempted with students who are performing below grade level.

**Person Responsible**

Christopher Lightfoot

**Schedule**

On 5/26/2017

***Evidence of Completion***

The evidence that will be collected to demonstrate that the action plan and strategy are monitored and implemented with fidelity will be the data that is collected and entered into CASTLE by the teachers who create student interventions for students not meeting grade level expectations.

### Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

To monitor and support this strategy for effectiveness of implementation will be the intervention support specialist identifying students who are performing below grade level and establishing in class interventions to support teachers and students/

**Person Responsible**

Christopher Lightfoot

**Schedule**

Quarterly, from 9/12/2016 to 5/26/2017

***Evidence of Completion***

The evidence that will be collected and used to demonstrate the action plan for this strategy is being monitored and implemented with effectiveness will be the recording of all conferences, observations, strategies, and data into our District Application: CASTLE.

## 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					
G2.B2.S1.A1 A303392	Through our subject area professional learning communities, our Department heads will lead the data...	Berry, Dana	8/10/2016	The collection of progress monitoring data through our District Application: CASTLE and strategies utilized during instruction that will be documented within their PLC minutes.	8/10/2016 every-3-weeks
G2.B3.S1.A1 A303395	Monitor the use and effectiveness of Kagan Cooperative Structures within classrooms.	Brown, Rebecca	8/10/2016	Classroom observations that are aligned with Domain 3: Instruction, Category 3c. Engages students in learning rating of effective or highly effective.	8/26/2016 quarterly
G2.B2.S1.MA1 M308426	An Administrator will monitor the uploaded PLC documents to determine if there is fidelity with the...	Berry, Dana	9/23/2016	The evidence that will be collected is the PLC items that will be uploaded in our District Application: CASTLE, as well as the progress monitoring data with interventions created to aid struggling students to meet mastery of specific standards. The evidence to determine the effectiveness of the action plan will be measured by the number of students meeting proficiency in English Language Arts by achieving a 3 or higher on their FSA.	5/19/2017 monthly
G2.B2.S1.A3 A303394	Use of District Application: CASTLE to collect PLC agendas, meeting minutes, and artifacts ( Data,...	Berry, Dana	9/20/2016	The monitoring of PLC agendas, meeting minutes, and artifacts through or District Application: CASTLE.	5/19/2017 weekly
G1.MA1 M308423	The data that will be collected and reviewed throughout the year to determine the progress toward...	Brown, Rebecca	8/10/2016	The reduction of discipline incidents and referrals that are generated from incidents within classrooms. The evidence will be collected through our District Application to determine if we are experiencing a reduction in discipline incidents and referrals that would result in a suspension. Additionally, the number of students who are placed in our Alternative to Suspension (ATS) program.	5/26/2017 quarterly
G2.MA1 M308438	The data collected and reviewed throughout the year to determine the 5% increase school-wide for...	Berry, Dana	8/10/2016	The results and reports generated through each measurement tool will be collected and compared throughout the year to identify increases and opportunities of growth for each individual student to ensure positive learning gains are made.	5/26/2017 quarterly
G1.B1.S1.MA1 M308419	The actions that will be taken to monitor and support the effectiveness of implementation will be...	Brown, Rebecca	8/10/2016	The evidence that will be collected and used to demonstrate the action plan for the strategy is being monitored and implemented with effectiveness will be the use of Google forms and the District Observational tools to measure the classroom management practices used by individual instructional staff members.	5/26/2017 quarterly
G1.B1.S1.MA1 M308420	The actions that will be taken to monitor and support the fidelity and implementation of the...	Brown, Rebecca	8/10/2016	The number of discipline incidents and referrals that are entered into our District Application: CASTLE. The evidence will be the logged incidents and referrals and the actions taken to reduce these incidents from reoccurring.	5/26/2017 weekly





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  A303385	Establish School-Wide classroom expectations and have them posted within each classroom.	Dworzanski, Alex	8/10/2016	The evidence that will be used to measure the progress of the establishment of school-wide classroom expectations will be our discipline warnings that are collected through our District Application CASTLE.	5/26/2017 quarterly
G1.B1.S1.A2  A303386	Provide additional support for teachers exhibiting a high rate of discipline incidents within their...	Dworzanski, Alex	8/10/2016	The additional support will be provided based on an instructional staff members rate of discipline incidents/ referrals that occur within their individual classroom environment, as measured by our District Application: CASTLE.	5/26/2017 quarterly
G2.B1.S1.MA1  M308424	To monitor this task, the interviews conducted for individuals applying for our vacant positions...	Berry, Dana	8/10/2016	The evidence that will be collected will be the amount of hired staff that will agree to sign the three-year contract after their first-year of receiving a rating of effective or highly effective, as measured by their VAM score. Moreover, the evidence that will demonstrate the success of the strategy was monitored and implemented with fidelity and effectiveness will be the logs of the amount of interviews conducted and applicants flagged for an interview.	5/26/2017 every-2-months
G2.B1.S1.MA1  M308425	To monitor and support the fidelity of this task resumes will be monitored daily to ensure the best...	Berry, Dana	8/10/2016	The evidence for this task will be in the form of the number of candidates interviewed and hired for a full-time instructional staff position.	5/26/2017 semiannually
G2.B1.S1.A1  A303389	Continuously advertise our open positions	Berry, Dana	8/10/2016	Continuously ensuring that the vacancies at Harns Marsh Middle School are advertised on our District Website.	5/26/2017 monthly
G2.B1.S1.A2  A303390	Attend recruitment fairs at local colleges and universities to market our open positions to recent...	Maere, Linda	8/10/2016	The participation of our Administration in local recruiting events.	5/26/2017 one-time
G2.B1.S1.A3  A303391	Establish partnerships with local community organizations to recruit, hire, and retain diverse...	Brown, Rebecca	8/10/2016	The Evidence of this task completed will be when all of our teacher vacancies with full-time certified instructional staff.	5/26/2017 quarterly
G2.B2.S1.MA1  M308427	The actions that will be done to monitor and support the fidelity of the professional development...	Berry, Dana	8/19/2016	The evidence to support the fidelity in ensuring accurate progress monitoring and data analysis will be collected through our District Application: CASTLE, which will be comprised of meeting minutes, agendas, common assessments, and data collected through common assessments.	5/26/2017 monthly
G2.B2.S1.A2  A303393	Use of our District Web application to collect progress monitoring data.	Voellinger, Jennifer	8/10/2016	The number of teachers entering data to into our District Application: CASTLE.	5/26/2017 quarterly
G2.B3.S1.MA1  M308428	The actions that will be taken to monitor and support the effectiveness of this strategy will be in...	Voellinger, Jennifer	8/10/2016	The evidence that will be collected to demonstrate the action plan has been implemented with effectiveness are the logged coaching, observations, and walkthrough's that are occurring within our school.	5/26/2017 monthly
G2.B3.S1.MA1  M308429	Classroom walkthrough's, observations, and coaching will be used to monitor and support the...	Berry, Dana	8/10/2016	The evidence that will be collected to demonstrate the action plan for the strategy was monitored to determine if the strategy is being implemented with	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				fidelity is an observation checklist created through Google Forms for peer observations focused on Domain 3: Instruction, Category 3c. Engages students in learning rating of effective or highly effective. Each time an observation, walkthrough, or coaching opportunity occurs it will be logged through Google Forms, which will allow our leadership team to identify individuals seeking to improve their instruction.	
G2.B3.S1.A2  A303396	Provide additional coaching or professional development opportunities for teachers having the most...	Innarelli, Amanda	8/10/2016	The evidence will be identified through the amount of teachers who earn a rating below effective in Domain 3, Category 3c. Engages students in learning.	5/26/2017 monthly
G2.B4.S1.MA1  M308436	To monitor and support this strategy for effectiveness of implementation will be the intervention...	Lightfoot, Christopher	9/12/2016	The evidence that will be collected and used to demonstrate the action plan for this strategy is being monitored and implemented with effectiveness will be the recording of all conferences, observations, strategies, and data into our District Application: CASTLE.	5/26/2017 quarterly
G2.B4.S1.MA1  M308437	The actions that will be conducted to monitor and support the fidelity of implementation of...	Lightfoot, Christopher	9/12/2016	The evidence that will be collected to demonstrate that the action plan and strategy are monitored and implemented with fidelity will be the data that is collected and entered into CASTLE by the teachers who create student interventions for students not meeting grade level expectations.	5/26/2017 one-time
G2.B4.S1.A1  A303403	Professional development and intervention support will be provided to teachers who recommend...	Lightfoot, Christopher	9/13/2016	Increase student achievement levels in ELA classrooms for students who have received targeted academic interventions through the progress monitoring data collected through our District Application: CASTLE.	5/26/2017 quarterly
G2.B4.S1.A2  A303404	Observational and academic data will be collected and entered in CASTLE to ensure fidelity in the...	Lightfoot, Christopher	9/12/2016	Positive learning gains as the result of targeted interventions as measured by our District Application: CASTLE.	5/26/2017 every-3-weeks
G1.B1.S2.MA1  M308421	To monitor and support the effectiveness of the implementation of C.H.A.M.P.S. positive classroom...	Dworzanski, Alex	8/10/2016	The evidence that will be collected to demonstrate the action plan for the strategy that is being monitored and implemented for effectiveness will be the total amount of discipline and referral incidents logged in District Application: CASTLE.	5/26/2017 quarterly
G1.B1.S2.MA1  M308422	The actions that will be taken to monitor and support the fidelity and implementation of...	Dworzanski, Alex	9/12/2016	The evidence that will be collected to demonstrate the action plan for the strategy that is being monitored and implemented with fidelity is the observations, classroom walkthrough and discipline data.	5/26/2017 monthly
G1.B1.S2.A2  A303388	For instructional staff members who have not participated in the professional development, but...	Dworzanski, Alex	8/10/2016	The number of incidents and referrals for individual teachers exhibiting a high-rate of occurrences within their classrooms. Additionally, the logging of supports and development opportunities used to support effective classroom management practices.	5/26/2017 monthly
G2.B3.S2.MA1  M308430	The actions that will be taken to monitor and support the fidelity in the implementation of...	Brown, Rebecca	8/10/2016	The evidence that will be collected to demonstrate the action plan for this strategy was monitored and being	5/26/2017 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				implemented with effectiveness will be the reduction in discipline incidents within classrooms and the increase in school-wide ELA levels by 5%.	
G2.B3.S2.MA1  M308431	The actions that will be taken to monitor and support the fidelity of implementation will be the...	Dworzanski, Alex	8/10/2016	The evidence that will be collected to demonstrate the action plan for this strategy was monitored and being implemented with fidelity are the amount of observations, walkthrough's, and coaching opportunities logged and collected that demonstrate a rating of effective or highly effective, as measured by Domain 3: Instruction, Category 3c. Engages students in learning.	5/26/2017 quarterly
G2.B3.S2.A1  A303397	Utilize classroom walkthroughs and observations as a tool for instructional support and...	Brown, Rebecca	8/10/2016	The amount of teachers who have demonstrated a rating of effective or highly-effective for Domain 3c.Engaging students in Learning.	5/26/2017 quarterly
G2.B3.S2.A2  A303398	Monitor the progress of instructional staff members with an observation or walkthrough rating of...	Berry, Dana	8/10/2016	The achievement of the goals identified in the individualized professional development plans, as well as the growth indicated by future observations of teachers measured by Domain 3: Instruction, category 3c. Engages students in learning.	5/26/2017 quarterly
G2.B3.S3.MA1  M308432	The actions that will be taken to monitor and support the effectiveness of implementation of model...	Berry, Dana	9/5/2016	The evidence that will be collected to demonstrate the action plan for this strategy is being monitored and implemented with effectiveness are the number of teachers who are observing model classrooms and the number of effective or highly effective ratings in Domain 3: Instruction, Category 3c. Engages students in learning by the end of the year.	5/26/2017 quarterly
G2.B3.S3.MA1  M308433	Teachers selected as a model classroom must demonstrate a concrete understanding and achieve an...	Dworzanski, Alex	9/5/2016	Teachers who observe the model classroom will complete a sign in with a reflective component, in regards to the observed cooperative learning structure.	5/26/2017 quarterly
G2.B3.S3.A1  A303399	The creation of model classrooms for Kagan Cooperative Learning Structures.	Maere, Linda	8/10/2016	The reduction of instructional staff members earning a rating of "Unsatisfactory Needs Improvement/ Developing", as measured by Domain 3: Instruction, category 3c. Engages students in learning.	5/26/2017 semiannually
G2.B3.S3.A2  A303400	Identifying instructional staff members in need of support implementing Kagan Cooperative Learning...	Turbeville, Missy	8/10/2016	Identify the instructional staff members who earned a rating below accomplished, and provide them with a variety of model classrooms to visit and reflect upon. The evidence will be collected in the form of instructional staff members earning a rating below effective as indicated by Domain 3: Instruction, category 3c. Engages students in learning.	5/26/2017 quarterly
G2.B3.S4.MA1  M308434	The actions that will be taken to monitor and support the effectiveness of the integration of...	Dunne, Kaisha	9/13/2016	The evidence that will be collected to demonstrate the action plan for the strategy was monitored and implemented with effectiveness will be in the form of the collected responses from teachers and students. These responses will be used to identify	5/26/2017 semiannually



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				specific supports for each teacher to establish individualized support where needed.	
G2.B3.S4.MA1  M308435	The actions that will be taken to monitor the fidelity of implementation of using Google and...	Berry, Dana	9/13/2016	The evidence that will be collected and used to demonstrate the action plan is being monitored and implemented with effectiveness will be aligned with Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology. The number of teachers achieving effective or highly effective will be identified and compared to the number who achieve a rating below effective.	5/26/2017 quarterly
G2.B3.S4.A1  A303401	Instructional staff members will have professional development opportunities to learn how to use...	Dunne, Kaisha	9/14/2016	The number of instructional staff members who are effectively utilizing technology within their classrooms as measured by Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.	5/26/2017 quarterly
G2.B3.S4.A2  A303402	Observations and classroom walkthroughs focused on Domain 1: Planning and preparation, category 1d:...	Berry, Dana	9/14/2016	The evidence used to determine the completion of this activity will be measured by the amount of teachers rated effective or highly effective in Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.	5/26/2017 quarterly
G1.B1.S2.A1  A303387	Monitor the discipline incident/referral rate for all first-year teachers at HMMS as well as...	Dworzanski, Alex	9/26/2016	The evidence that will be completed to demonstrate the completion of this activity will be the number of teachers who successfully complete the C.H.A.M.P.S. positive classroom management training.	6/9/2017 quarterly

## V. Professional Development Opportunities

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

**G2.** Goal 1: Increase the overall achievement levels for all students in ELA, math, science, and civics by 5% school-wide for 2016-2017 school year.

**G2.B2** Lack of understanding how to use data to drive instruction and student learning.

**G2.B2.S1** Provide professional development in Data Analysis.

### PD Opportunity 1

Through our subject area professional learning communities, our Department heads will lead the data analysis process to identify methods of collecting data, charting data, identifying trends, and using data to inform instructional methods and strategies.

#### Facilitator

Department Chairs, TIF teachers, and Coaches

#### Participants

Subject area professional learning communities.

#### Schedule

Every 3 Weeks, from 8/10/2016 to 8/10/2016

**G2.B3** Lack of student engagement

**G2.B3.S4** The use of Google and Web-Based Applications within classrooms.

### PD Opportunity 1

Instructional staff members will have professional development opportunities to learn how to use web-based applications alongside their instructional strategies.

#### Facilitator

Google Chrome Team

#### Participants

Instructional staff members interested or recommended by administrator or department head.

#### Schedule

Quarterly, from 9/14/2016 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	Establish School-Wide classroom expectations and have them posted within each classroom.	\$0.00
2	G1.B1.S1.A2	Provide additional support for teachers exhibiting a high rate of discipline incidents within their classroom.	\$0.00
3	G1.B1.S2.A1	Monitor the discipline incident/referral rate for all first-year teachers at HMMS as well as second-year teachers who have participated in the C.H.A.M.P.S. positive classroom management training.	\$0.00
4	G1.B1.S2.A2	For instructional staff members who have not participated in the professional development, but exhibit a high rate of discipline incidents/referrals; pair them up with a teacher with a similar student demographic to observe effective classroom management strategies.	\$0.00
5	G2.B1.S1.A1	Continuously advertise our open positions	\$0.00
6	G2.B1.S1.A2	Attend recruitment fairs at local colleges and universities to market our open positions to recent college graduates with an interest in education.	\$0.00
7	G2.B1.S1.A3	Establish partnerships with local community organizations to recruit, hire, and retain diverse instructional staff members.	\$0.00
8	G2.B2.S1.A1	Through our subject area professional learning communities, our Department heads will lead the data analysis process to identify methods of collecting data, charting data, identifying trends, and using data to inform instructional methods and strategies.	\$0.00
9	G2.B2.S1.A2	Use of our District Web application to collect progress monitoring data.	\$0.00
10	G2.B2.S1.A3	Use of District Application: CASTLE to collect PLC agendas, meeting minutes, and artifacts ( Data, student samples, and activities).	\$0.00
11	G2.B3.S1.A1	Monitor the use and effectiveness of Kagan Cooperative Structures within classrooms.	\$0.00
12	G2.B3.S1.A2	Provide additional coaching or professional development opportunities for teachers having the most difficulty implementing the Kagan Structures.	\$0.00
13	G2.B3.S2.A1	Utilize classroom walkthroughs and observations as a tool for instructional support and improvement.	\$0.00
14	G2.B3.S2.A2	Monitor the progress of instructional staff members with an observation or walkthrough rating of Unsatisfactory or Needs improvement/developing through the creation of individualized professional development plans.	\$0.00
15	G2.B3.S3.A1	The creation of model classrooms for Kagan Cooperative Learning Structures.	\$0.00
16	G2.B3.S3.A2	Identifying instructional staff members in need of support implementing Kagan Cooperative Learning Structures.	\$0.00
17	G2.B3.S4.A1	Instructional staff members will have professional development opportunities to learn how to use web-based applications alongside their instructional strategies.	\$0.00
18	G2.B3.S4.A2	Observations and classroom walkthroughs focused on Domain 1: Planning and preparation, category 1d: Demonstrating Knowledge of Resources and Technology.	\$0.00

19	G2.B4.S1.A1	Professional development and intervention support will be provided to teachers who recommend students for MTSS.	\$0.00
20	G2.B4.S1.A2	Observational and academic data will be collected and entered in CASTLE to ensure fidelity in the intervention process.	\$0.00
Total:			\$0.00