2013-2014 SCHOOL IMPROVEMENT PLAN

Harns Marsh Middle School

1820 UNICE AVE N
Lehigh Acres, FL 33971
239-690-2025
http://hmm.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	88%

Alternative/ESE Center	Charter School	Minority Rate
No	No	78%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	F			

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Harns Marsh Middle School

Principal

Eric McFee

School Advisory Council chair

Jean Bolger

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

Name	Title
Eric McFee	Principal
Tamika Massey	Asst. Principal
Vivian Gutierrez	Teacher
Ambar Villafuerte	Parent Involvement Specialist
Melinda Lavalle	Reading Coach
Caren Simpson	Math Coach
Larry Fisher	Science Coach
Tamara Thompson	ELA Dept. Chair
Sarah Azzam	Reading Dept. Chair
Jen Vollinger	Math Dept. Chair
Jeannine Sparkes	Social Studies Dept. Chair
Dana Berry	STEM Dept. Chair
Crystal Torres-Nunez	ESE Dept. Chair
Tab Scribner	Electives Chair

District-Level Information

District

Lee

Superintendent

Dr. Nancy J. Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Jean Bolger = Chair
Marquita Green = Co-Chair
Stephanie Martin = DAC
Ambar Villafuerte= Secretary
Margarita Viera = Parent
Vivian Webb (Chrys) = Parent
Katy Dubrasky = Parent
Shani Binkowski = Parent
Martin Molczyk = Parent
Maria Molczyk = Parent
Eric McFee = Principal
Vivian Gutierrez = Teacher
Dana Berry = Teacher
Jawan Escobar = Support staff
Angel Martinez = Community Volunteer

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

In addition to the previously listed responsibilities the SAC will also be intricately involved with school improvement funds, the Title I plan, data sharing, parent involvement, and parent education.

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

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

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

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

N/A

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

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Eric McFee		
Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	Masters Of Education- Educational Leadership (K-12) Certifications-School Principal(All levels) Physical Education (6-12)
Performance Record	Principal Harns Marsh Middle School 2012-2013 School Grade F Reading mastery-44% Math mastery-36% Writing mastery-35% Science mastery-17% Lowest 25% making Reading gains-50% Lowest 25% making Math gains-53% Algebra Acceleration Participation - 40% Algebra Acceleration performance - 64% 2011-2012 N/A Principal Cape Coral High School 2010-2011 School Grade B Reading mastery-60% Math mastery-88% Writing mastery-82% Science mastery-50% Lowest 25% making Reading gains-45% Lowest 25% making Math gains-91% Subgroups not meeting AYP Reading (T,W,H)-Math() 2009-2010 School Grade A Reading mastery-58% Math mastery-81% Writing mastery-89% Science mastery-53% Lowest 25% making Reading gains-45% Lowest 25% making Math gains-67%Subgroups not meeting AYP Reading()- Math(ED) 2008-2009 School Grade C Reading mastery-51% Math mastery-79% Writing mastery-85% Science mastery-40% Lowest 25% making Reading gains-44% Lowest 25% making Math gains-59% Subgroups not meeting AYP Reading (T,W,H,ED)-Math()

2007-2008
School Grade B
Reading mastery-57%
Math mastery-77%
Writing mastery-81%
Science mastery-36%
Lowest 25% making Reading gains-50%
Lowest 25% making Math gains-68%
Subgroups not meeting AYP Reading
(H,ED,ELL)-Math(H,ED,ELL)
2006-2007
School Grade C
Reading mastery-45%
Math mastery-71%
Writing mastery-87%
Science mastery-35%
Lowest 25% making Reading gains-36%
Lowest 25% making Math gains-65%
Subgroups not meeting AYP Reading
(T,W,H,ED,ELL)-Math(H,ED,ELL)

Peggy Slichter		
Asst Principal	Years as Administrator: 11	Years at Current School: 0

Credentials	Masters of Education Elementary Education K-6 Special Education K-12
Performance Record	Alva Middle School 2012-2013 School Grade: C Reading Mastery: 57% Math Mastery: 51% Writing Mastery: 51% Science Mastery: 44% Lowest 25% Making Reading Gains: 58% Lowest 25% Making Math Gains: 61% Algebra Acceleration Participation: 49 Algebra Acceleration Performance: 45 2011-2012 School Grade: B Reading Mastery: 58% Math Mastery: 47% Writing Mastery: 51% Science Mastery: 44% Lowest 25% Making Reading Gains: 58% Lowest 25% Making Math Gains: 61% Algebra Acceleration Participation: 49 Algebra Acceleration Performance: 45 2010-2011 School Grade: A Reading Mastery: 74% Math Mastery: 68% Writing Mastery : 74% Science Mastery: 49% Lowest 25% Making Reading Gains: 68% Lowest 25% Making Math Gains: 70% Algebra Acceleration Participation: n/a Algebra Acceleration Performance: n/a 2009-2010 School Grade: B Reading Mastery: 69% Math Mastery: 62% Writing Mastery: 84% Science Mastery: 46% Lowest 25% Making Reading Gains: 47% Lowest 25% Making Math Gains: 69% Algebra Acceleration Participation: n/a Algebra Acceleration Performance: n/a 2008-2009 School Grade: A Reading Mastery: 70%

Math Mastery: 65%
Writing Mastery: 91%
Science Mastery: 36%
Lowest 25% Making Reading Gains: 72%
Lowest 25% Making Math Gains: 66%
Algebra Acceleration Participation: n/a
Algebra Acceleration Performance: n/a

Tamika Massey		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials

Masters Of Education- Educational Leadership (K-12)
Certifications-ElementaryEducation (1-6)

Performance Record

Asssitant principal Harns Marsh Middle School
2012-2013
School Grade F
Reading mastery-44%
Math mastery-36%
Writing mastery-35%
Science mastery-17%
Lowest 25% making Reading gains-50%
Lowest 25% making Math gains-53%
Algebra Acceleration Participation - 40%
Algebra Acceleration performance - 64%

Jill Johnson		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	Masters Of Education-Educational Leadership (K-12) Certifications- Biology (6-12) Middle Grades Science(5-9)
Performance Record	Assistant principal Harns Marsh Middle School 2012-2013 School Grade F Reading mastery-44% Math mastery-36% Writing mastery-35% Science mastery-17% Lowest 25% making Reading gains-50% Lowest 25% making Math gains-53% Algebra Acceleration Participation - 40% Algebra Acceleration performance - 64% 2011-2012 N/A Assistant Principal Estero High School 2010-2011 School Grade B Reading mastery-45% Math mastery-79% Writing mastery-64% Science mastery-34% Lowest 25% making Reading gains-45% Lowest 25% making Math gains-77% Subgroups not meeting AYP Reading (T,W,H,ED,SWD)-Math(T,H,ED,SWD)

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Melinda Lavalle		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
Areas	Reading/Literacy, Data	
Credentials	Masters Reading - Reading K-12, ESE K-12, Elementary K-6	
Performance Record	N/A	

Caren Simpson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas Mathematics, Data

Credentials Bachelors of Science - Middle Grades Math 5-9, Elementary Ed. 1-6 ESOL endorsement

Performance Record

Larry Fisher		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas Science, Data

Credentials Masters of Educational Leadership K-12
Elementary K-6, Middle Grades General Science 5-9, Middle Grades Math 5-9, ESOL endorsed

Performance Record

Classroom Teachers

# of classroom teachers
62

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
97%

 # certified in-field
60, 97%

 # ESOL endorsed
22, 35%

 # reading endorsed
11, 18%

 # with advanced degrees
20, 32%

 # National Board Certified
0, 0%

 # first-year teachers
13, 21%

 # with 1-5 years of experience
46, 74%

 # with 6-14 years of experience
17, 27%

 # with 15 or more years of experience

3, 5%

Education Paraprofessionals

# of paraprofessionals

11

 # Highly Qualified

11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

Teacher Mentoring Program/Plan

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

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

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

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

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

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

A Multi-Tiered System of Supports is a data-based problem-solving process which is utilized to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources allocations reach the appropriate students at the appropriate levels to accelerate
the performance of all students to achieve and/or exceed proficiency.

The problem-solving model involves following the School District of Lee County Resonse to Intervention Problem Solving Flowchart located at the following location:

http://learn.leeschools.net/dept/ese/MTSS/pdf/RtI%20Flowchart%20_2010%202011.pdf

This problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of all students across all settings to include small group and individualized instruction. The use of scientifically based or evidence-based practices occurs whenever possible and the effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and

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

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

The MTSS Problem-Solving team at Harns Marsh Middle School meets at minimum quarterly to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

•Keep ongoing progress monitoring notes in a RTI folder (STAR/FAIR, curriculum assessments, FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

•Attend MTSS Team meetings to collaborate on & monitor students who are struggling

•Implement interventions designed by MTSSTeam for students receiving supplemental and intensive supports.

•Deliver instructional interventions with fidelity

Reading Coach

•Attend RTI Team meetings

•Train teachers in interventions, progress monitoring, differentiated instruction

•Implement supplemental and intensive interventions

•Keep progress monitoring notes & anecdotals of interventions implemented

•Administer screenings

•Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

•Attend RTI Team meetings for students receiving supplemental and intensive supports.

•Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

•Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact

•Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

•Facilitate implementation of the MTSS problem-solving process in our building

•Provide or coordinate valuable and continuous professional development

•Assign paraprofessionals to support MTSS implementation when possible

•Attend MTSS Team meetings to be active in the MTSS change process

•Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

•MTSS Team facilitators

•Schedule and attend MTSS Team meetings

•Maintain log of all students involved in the MTSS process

•Send parent invites

•Complete necessary MTSS forms

•Conduct social-developmental history interviews when requested
School Psychologist
•Attend RTI Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
•Monitor data collection process for fidelity
•Review & interpret progress monitoring data
•Collaborate with MTSS Team on effective instruction & specific interventions
•Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with MTSS Team regarding intensive interventions
•Incorporate MTSSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
•Consult with MTSS Team
•Provide staff trainings
Social Worker
•Attend MTSS Team meetings when requested
•Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
•Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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

Harns Marsh Middle School utilizes the district adopted data management system of Performance Matters. This allows the school comprensive access tpo all HMMS student performance data, assisting with the analysis of school wide data. These analysis assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has developed a comprehensive training and support plan for schools. HMMS staff and administrationhave been trained to sustain the implementation of the MTSS problem-solving process for all students within the school. These staff members provide training, coaching, modeling, data analysis, and guidance to assist staff with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

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

Strategy: Before or After School Program	
Minutes added to school year: 3,960	

After school Tutoring, enrichment curriculum,and Homework help

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Participation records and student gain analysis.

Who is responsible for monitoring implementation of this strategy?

Implementation and monitoring of the after school tutoring/enrichment/homework help program has been assigned to Asssitant Principal.

Literacy Leadership Team (LLT)

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

Name	Title
Eric McFee	Principal
Jill Johnson	Asst. Principal
Melinda Lavalle	Reading Coach
Colleen Wilkes	Media Paraprofessional
Amanda Innarelli	ESE Dept.
Daniella Merzier	ESOL
Nuria Acuna, Susan Ives, Sara Azzam, Raissa Simon, Brittanie Milican, Johanne Castera, Lori Flury, Jennifer Hitchcock, Colleen Canciani, Rosemary O'Brien,	Reading teachers

How the school-based LLT functions

The LLT meets at least once a quarter and with teacher co-chairs that run the meetings. The Reading Coach assists as needed at meetings and for all activities.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

Those students who scored a level 1 or 2 on the FCAT will be enrolled in an intensive reading class. In all reading classes teachers will follow the academic plans as set forth by the School District of Lee County.
Model lessons will be presented by the reading coach, which in turn will be used by classroom teachers.
Teachers will also have access to District resources for model lessons as well as coaches.
Teachers will maintain student data folders linked to Performance Matters essential standard learning needs.
Weekly professional Development activities on Tuesday mornings include reading strategies for the content area.
Instruction and use of Performance Matters for identification of necessary interventions and enrichments.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

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

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

Students at HMMS are exposed to the Project Lead the Way curriculum: 6th grade Flight and Space, 7th Grade Design and Modeling.

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		45%		50%
American Indian				
Asian				
Black/African American		30%		36%
Hispanic		47%		51%
White		56%		60%
English language learners		14%		21%
Students with disabilities		16%		23%
Economically disadvantaged		42%		47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	28%	34%
Students scoring at or above Achievement Level 4	147	17%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		53%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	498	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	120	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	27	64%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		27%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	60	35%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		37%		42%
American Indian				
Asian				
Black/African American		23%		29%
Hispanic		38%		43%
White		47%		51%
English language learners		12%		19%
Students with disabilities		10%		18%
Economically disadvantaged		33%		39%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	207	25%	31%
Students scoring at or above Achievement Level 4	98	12%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	421	49%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	124	58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	18	40%	45%
Middle school performance on high school EOC and industry certifications	13	34%	39%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	40%	45%
Students scoring at or above Achievement Level 4	13	34%	39%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	15%	22%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

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

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

All Levels

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	757	100%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	22	100%	0%
Passing rate (%) for students who take CTE industry certification exams		100%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	3%	2%
Students who fail a mathematics course	74	9%	6%
Students who fail an English Language Arts course	144	17%	12%
Students who fail two or more courses in any subject	97	11%	70%
Students who receive two or more behavior referrals	379	45%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	163	19%	13%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Please see Title I Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Active parent Involvement	91	11%	18%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide.

Goals Detail

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- PLC's - Data driven instruction

- Professional Development -

- District Support -

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

- Volunteers

Targeted Barriers to Achieving the Goal

- Limited exposure to best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

Plan to Monitor Progress Toward the Goal

Analyze school specific progress data

Person or Persons Responsible
SBLT

Target Dates or Schedule:
Monthly Meetings Beginning on 11/07/13

Evidence of Completion:
Content specfic progress monitoring, CCE pre/mid/post, FCAT 2.0, applicable EOCs, and Teen Biz data reports

Action Plan for Improvement

Problem Solving Key

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

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide.

G1.B3 Limited exposure to best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

G1.B3.S1 Provide exposure to contemporary best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

Action Step 1

Provide Focus on Writing Training

Person or Persons Responsible

Writing Coach, Tamera Kittle

Target Dates or Schedule

Session 1 - 11/7/13-11/8/13 Session 2 - 11/20/13 Session 3 Session 4 Completed by 2/28/14

Evidence of Completion

Sign in records, agenda, in class deliverable

Facilitator:

Tamera Kittle, TBD

Participants:

Instructional staff

Action Step 2

Select and train a PLC support team for the Solution Tree Conference

Person or Persons Responsible

Administration - McFee

Target Dates or Schedule

July, 2013

Evidence of Completion

Inservice Report

Facilitator:

Solution Tree

Participants:

McFee, Slichter, Lavalle, Kittle, Thompson, Torres-Nunez

Action Step 3

Provide PLC professional development opportunities for faculty. Create team membership, norms, goals, content.

Person or Persons Responsible

PLC support Team

Target Dates or Schedule

August, 2013 - September, 2013

Evidence of Completion

Inservice record Agendas/Minutes Presentation materials Team Foundation forms Administrator team responsibilities

Facilitator:

PLC support team, administration, Reading Coach, Math Coach, Language Arts coach, & Science Coach.

Participants:

Faculty

Action Step 4

Weekly subject area PLC's to explore and answer the following: What do we expect students to learn? How do we know when they have learned it? How will we respond when students do not learn? How will we respond when students have learned?

Person or Persons Responsible

Subject area teams- Administrative team - Coaches

Target Dates or Schedule

SY 2013-2014 Weekly, Wednesday's 8:15-9:15 a.m.

Evidence of Completion

Agenda/minutes Lesson Plans Progress monitoring calendars Teacher progress monitoring binder

Facilitator:

Team leaders Faculty Administration Coaches School based leadership team

Participants:

Subject Area Teams

Action Step 5

Provide professional development on the appropriate progression of rigor according to Webb's DOK to promote a deeper understanding and implementation of content and concepts into daily instruction.

Person or Persons Responsible

Melinda Lavalle & Laurie Mansfield

Target Dates or Schedule

Beginning 12/12/13 - Completed by 1/30/14.

Evidence of Completion

Sign in sheet, lesson plans, observations, student work samples

Facilitator:

District Staff Development and Curriculum Departments & HMMS Reading coach

Participants:

Instructional staff

Action Step 6

Develop and implement coaching cycle expectations.

Person or Persons Responsible

Larry Fisher, Melinda Lavalle, Caren Simpson, Tamera Kittle, Dana Berry, Vivian Gutierrez, Tabitha Scribner, Jeannine Sparkes, Tamika Massey, Jill Johnson, Peggy Slichter, Eric McFee

Target Dates or Schedule

11/13/13 Training #1 -Develop coaching instrument 11/14/13 Inform Staff of coaching instrument developed 11/15/13 Practice walkthroughs with administration and coaches 11/18/13 Initial coaching walkthrough utilizing instrument 11/25/13 SBLT review of collected data 11/26/13 Data share with staff 12/2/13 Data share with DA 12/13/13 2nd coaching walkthrough utilizing instrument with individual feedback on rubrics 12/17/13 2nd DA walkthrough using HMMS instrument 12/19/13 2nd Data share with DA 1/15/14 DA SIP support 1/28/14 Training #2 - Coaching Support 2/3/14 3rd DA walkthrough utilizing HMMS instrument 2/5/14 3rd Data share with DA

Evidence of Completion

Sign in sheet, agenda's, coaching calendars and logs, exit slips, observations

Facilitator:

Regional DA team

Participants:

Larry Fisher, Melinda Lavalle, Caren Simpson, Tamera Kittle, Dana Berry, Vivian Gutierrez, Tabitha Scribner, Jeannine Sparkes, Tamika Massey, Jill Johnson, Peggy Slichter, Eric McFee

Action Step 7

Content specific Lesson Study

Person or Persons Responsible

DA team, HMMS coaching Team, and Nancy Lastrom

Target Dates or Schedule

January 15 & January 28 with follow up by HMMS Team

Evidence of Completion

Sign in sheets, Data collection sheets and notes, lesson plans

Facilitator:

DA team, HMMS coaching team

Participants:

All HMMS teaching staff

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

Focus on writing template, professional development requests, coaching cycle project template

Person or Persons Responsible

McFee, Kittle, J. Johnson, D. Carlin, Lavalle

Target Dates or Schedule

Weekly administration meetings

Evidence of Completion

Agendas, minutes and project templates

Plan to Monitor Effectiveness of G1.B3.S1

Observable evidence of Best Practices in the classroom and through planning.

Person or Persons Responsible

Administration, academic coaches, department heads and Regional DA team

Target Dates or Schedule

Beginning January 31, 2014

Evidence of Completion

Walk through observations, lesson plans, student work samples, rubrics and assessments

Coordination and Integration

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide.

G1.B3 Limited exposure to best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

G1.B3.S1 Provide exposure to contemporary best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

PD Opportunity 1

Provide Focus on Writing Training

Facilitator

Tamera Kittle, TBD

Participants

Instructional staff

Target Dates or Schedule

Session 1 - 11/7/13-11/8/13 Session 2 - 11/20/13 Session 3 Session 4 Completed by 2/28/14

Evidence of Completion

Sign in records, agenda, in class deliverable

PD Opportunity 2

Select and train a PLC support team for the Solution Tree Conference

Facilitator

Solution Tree

Participants

McFee, Slichter, Lavalle, Kittle, Thompson, Torres-Nunez

Target Dates or Schedule

July, 2013

Evidence of Completion

Inservice Report

PD Opportunity 3

Provide PLC professional development opportunities for faculty. Create team membership, norms, goals, content.

Facilitator

PLC support team, administration, Reading Coach, Math Coach, Language Arts coach, & Science Coach.

Participants

Faculty

Target Dates or Schedule

August, 2013 - September, 2013

Evidence of Completion

Inservice record Agendas/Minutes Presentation materials Team Foundation forms Administrator team responsibilities

PD Opportunity 4

Weekly subject area PLC's to explore and answer the following: What do we expect students to learn? How do we know when they have learned it? How will we respond when students do not learn? How will we respond when students have learned?

Facilitator

Team leaders Faculty Administration Coaches School based leadership team

Participants

Subject Area Teams

Target Dates or Schedule

SY 2013-2014 Weekly, Wednesday's 8:15-9:15 a.m.

Evidence of Completion

Agenda/minutes Lesson Plans Progress monitoring calendars Teacher progress monitoring binder

PD Opportunity 5

Provide professional development on the appropriate progression of rigor according to Webb's DOK to promote a deeper understanding and implementation of content and concepts into daily instruction.

Facilitator

District Staff Development and Curriculum Departments & HMMS Reading coach

Participants

Instructional staff

Target Dates or Schedule

Beginning 12/12/13 - Completed by 1/30/14.

Evidence of Completion

Sign in sheet, lesson plans, observations, student work samples

PD Opportunity 6

Develop and implement coaching cycle expectations.

Facilitator

Regional DA team

Participants

Larry Fisher, Melinda Lavalle, Caren Simpson, Tamera Kittle, Dana Berry, Vivian Gutierrez, Tabitha Scribner, Jeannine Sparkes, Tamika Massey, Jill Johnson, Peggy Slichter, Eric McFee

Target Dates or Schedule

11/13/13 Training #1 -Develop coaching instrument 11/14/13 Inform Staff of coaching instrument developed 11/15/13 Practice walkthroughs with administration and coaches 11/18/13 Initial coaching walkthrough utilizing instrument 11/25/13 SBLT review of collected data 11/26/13 Data share with staff 12/2/13 Data share with DA 12/13/13 2nd coaching walkthrough utilizing instrument with individual feedback on rubrics 12/17/13 2nd DA walkthrough using HMMS instrument 12/19/13 2nd Data share with DA 1/15/14 DA SIP support 1/28/14 Training #2 - Coaching Support 2/3/14 3rd DA walkthrough utilizing HMMS instrument 2/5/14 3rd Data share with DA

Evidence of Completion

Sign in sheet, agenda's, coaching calendars and logs, exit slips, observations

PD Opportunity 7

Content specific Lesson Study

Facilitator

DA team, HMMS coaching team

Participants

All HMMS teaching staff

Target Dates or Schedule

January 15 & January 28 with follow up by HMMS Team

Evidence of Completion

Sign in sheets, Data collection sheets and notes, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide.

G1.B3 Limited exposure to best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

G1.B3.S1 Provide exposure to contemporary best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc).

Action Step 2

Select and train a PLC support team for the Solution Tree Conference

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed