

The School District of Lee County

Harns Marsh Elementary School



2021-22 Schoolwide Improvement Plan

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Harns Marsh Elementary School

1800 UNICE AVE N, Lehigh Acres, FL 33971

<http://hme.leeschools.net/>

Demographics

Principal: Cynthia Hernandez

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (51%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Harns Marsh Elementary School

1800 UNICE AVE N, Lehigh Acres, FL 33971

<http://hme.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of Harns Marsh Elementary is to do whatever it takes to empower students to reach their fullest potential by creating a safe, loving and engaging learning environment.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hernandez, Cynthia	Principal	<p>*Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <ul style="list-style-type: none"> ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance. ▪ Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. ▪ Recruit, retain, and develop an effective and diverse faculty and staff. ▪ Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. ▪ Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction. ▪ Employ a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. ▪ Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and times, and engages faculty in effective individual and collaborative professional learning throughout the school year. ▪ Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. ▪ Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. ▪ Promote school and classroom practices that validate and value similarities and differences among students and provide recurring monitoring and feedback on the quality of the learning environment. ▪ Initiate and support continuous improvement processes focused on the students' opportunities for success and well-being.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data and give priority attention to decisions that impact the quality of student learning and teacher proficiency. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decisions for effectiveness, equity, and intended and actual outcomes. ▪ Empower others and distribute leadership when appropriate. ▪ Use effective technology integration to enhance decision making and efficiency throughout the school. ▪ Actively cultivate, support, and develop other leaders within the organization, provide evidence of delegation and trust in subordinate leaders, and plan for succession management in key positions. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Develop sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. ▪ Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. ▪ Organize time, tasks, and projects effectively with clear objectives and coherent plans and establish appropriate deadlines. ▪ Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities. ▪ Practice two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Actively listen to and learn from student, staff, parents, and community stakeholders and recognize individuals for effective performance. ▪ Communicate student expectations and performance information to students, parents, and the community. ▪ Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues. ▪ Ensure faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B1.001 and

Name	Position Title	Job Duties and Responsibilities
		<p>6B-1.006, Florida Administrative Code.</p> <ul style="list-style-type: none"> ▪ Demonstrate resiliency by staying focused on the school's vision and reacting constructively to barriers that include disagreement and dissent with leadership. ▪ Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community. ▪ Demonstrate willingness to accept responsibility for actions and utilize constructive criticism for professional growth. ▪ Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback. ▪ Implement regulations as they pertain to the assigned school.
Kane, Arlene	Assistant Principal	<ul style="list-style-type: none"> ▪ Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between

Name	Position Title	Job Duties and Responsibilities
		<p>school leaders, parents, the community, higher education, and business leaders.</p> <ul style="list-style-type: none"> ▪ Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school. ▪ Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership. ▪ Engage in professional learning that improves professional practice in alignment with the needs of the school system. ▪ Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth. ▪ Implement regulations as they pertain to the assigned school.
Peters, Jason	Assistant Principal	<ul style="list-style-type: none"> ▪ Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. ▪ Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community. ▪ Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school. ▪ Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership. ▪ Engage in professional learning that improves professional practice in alignment with the needs of the school system. ▪ Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth. ▪ Implement regulations as they pertain to the assigned school.
Cohen, Kristin	Dean	<p>Assist with protecting the health and welfare of students.</p> <ul style="list-style-type: none"> ▪ Maintain a healthy and safe environment for students and staff. ▪ Maintain fair, reasonable, and consistent student discipline within the school. ▪ Assist students in establishing high standards of conduct and provide recommendations for conflict resolution. ▪ Assist with the implementation of programs related to the Student Code of

Name	Position Title	Job Duties and Responsibilities
		<p>Conduct consistent with Florida Statutes, School Board Policy, and established procedures.</p> <ul style="list-style-type: none"> ▪ Assist with the implementation of programs related to attendance consistent with Florida Statutes, School Board Policy, and established procedures. ▪ Investigate, adjudicate, and monitor infractions of the Student Code of Conduct in a fair and just manner in accordance with School Board Policy and due process, including student complaints. ▪ Interview students, witnesses, parents/guardians, and staff as part of attendance and disciplinary investigations ▪ Schedule and conduct conferences with parents/guardians and teachers related to attendance and discipline issues. ▪ Report illegal acts to the appropriate administrators or outside authorities. ▪ Present the school's case in due process proceedings for suspensions and expulsions. ▪ Suspend students from school in accordance with Board policy and state law. ▪ Readmit students upon completion of out-of-school suspensions and facilitate re-entry meetings between students and teachers. ▪ Monitor progressive discipline data involving detentions, classroom referrals, Saturday detentions, and in-school suspensions. ▪ Assist in the development of alternative interventions for chronic attendance and discipline issues
Garlick, Heather	Teacher, K-12	<p>PCT</p> <ul style="list-style-type: none"> ▪ Instruct students approximately 50% of the time, preferably in a core subject area, and fulfill instructional coaching duties approximately 50% of the time. ▪ Design and deliver professional development opportunities at the school level for faculty and staff. ▪ Provide one-on-one and group mentoring to apprentice and mentor teachers. ▪ Model, observe, and provide feedback to teachers through the utilization of an instructional coaching cycle. ▪ Lead and guide professional learning communities through data analysis that results in the selection, implementation, and evaluation of research-based instructional strategies. ▪ Work collaboratively with the building principal, assistant principal, faculty, and staff to address site-based professional learning needs. ▪ Provide a schedule of activities including lesson plans and a professional development calendar to be shared with teachers and administrators. ▪ Assist in identifying and developing future leaders in the building.
	Transition Specialist	<p>PCT</p> <ul style="list-style-type: none"> ▪ Instruct students approximately 50% of the time, preferably in a core subject area, and fulfill instructional coaching duties

Name	Position Title	Job Duties and Responsibilities
		<p>approximately 50% of the time.</p> <ul style="list-style-type: none"> ▪ Design and deliver professional development opportunities at the school level for faculty and staff. ▪ Provide one-on-one and group mentoring to apprentice and mentor teachers. ▪ Model, observe, and provide feedback to teachers through the utilization of an instructional coaching cycle. ▪ Lead and guide professional learning communities through data analysis that results in the selection, implementation, and evaluation of research-based instructional strategies. ▪ Work collaboratively with the building principal, assistant principal, faculty, and staff to address site-based professional learning needs. ▪ Provide a schedule of activities including lesson plans and a professional development calendar to be shared with teachers and administrators. ▪ Assist in identifying and developing future leaders in the building.
Moreland, Stephanie	Instructional Coach	<p>PCT</p> <ul style="list-style-type: none"> ▪ Instruct students approximately 50% of the time, preferably in a core subject area, and fulfill instructional coaching duties approximately 50% of the time. ▪ Design and deliver professional development opportunities at the school level for faculty and staff. ▪ Provide one-on-one and group mentoring to apprentice and mentor teachers. ▪ Model, observe, and provide feedback to teachers through the utilization of an instructional coaching cycle. ▪ Lead and guide professional learning communities through data analysis that results in the selection, implementation, and evaluation of research-based instructional strategies. ▪ Work collaboratively with the building principal, assistant principal, faculty, and staff to address site-based professional learning needs. ▪ Provide a schedule of activities including lesson plans and a professional development calendar to be shared with teachers and administrators. ▪ Assist in identifying and developing future leaders in the building.
Wheeler, Carla	Reading Coach	<p>Literacy Coach (K-2)</p> <ul style="list-style-type: none"> ▪ Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity. ▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. ▪ Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that

Name	Position Title	Job Duties and Responsibilities
		<p>will have the greatest impact on student achievement.</p> <ul style="list-style-type: none"> ▪ Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient. ▪ Model lessons in effective reading instruction, including lessons that provide differentiated instruction. ▪ Facilitate teacher study groups regarding current reading research and effective reading instruction. ▪ Organize and lead professional development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. ▪ Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership. ▪ Coach teachers in effective literacy instructional strategies through interrelated content. ▪ Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups. ▪ Model enthusiasm, commitment, and intensity for focused reading instruction. ▪ Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County
Yelvington, Cindy	Curriculum Resource Teacher	<p>Literacy Coach (3-5)</p> <ul style="list-style-type: none"> ▪ Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity. ▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. ▪ Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. ▪ Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient. ▪ Model lessons in effective reading instruction, including lessons that provide differentiated instruction. ▪ Facilitate teacher study groups regarding current reading research and effective reading instruction. ▪ Organize and lead professional development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. ▪ Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership. ▪ Coach teachers in effective literacy instructional strategies through interrelated content.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups. ▪ Model enthusiasm, commitment, and intensity for focused reading instruction. ▪ Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.

Demographic Information

Principal start date

Thursday 7/1/2021, Cynthia Hernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

902

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

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Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	154	135	130	178	138	167	0	0	0	0	0	0	0	902
Attendance below 90 percent	14	34	32	31	28	30	0	0	0	0	0	0	0	169
One or more suspensions	0	5	1	3	4	13	0	0	0	0	0	0	0	26
Course failure in ELA	2	17	6	42	24	69	0	0	0	0	0	0	0	160
Course failure in Math	2	6	0	34	21	74	0	0	0	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	34	64	0	0	0	0	0	0	0	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	53	53	0	0	0	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	12	3	38	45	81	0	0	0	0	0	0	0	181

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	17	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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	
Number of students enrolled	130	115	154	137	156	131	0	0	0	0	0	0	0	823
Attendance below 90 percent	10	19	20	27	18	20	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	2	8	5	0	0	0	0	0	0	0	15
Course failure in ELA	0	10	19	27	45	23	0	0	0	0	0	0	0	124
Course failure in Math	0	13	6	19	31	24	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	19	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	39	0	0	0	0	0	0	0	54

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	9	18	39	39	0	0	0	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

2020-21 - Updated**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	
Number of students enrolled	130	115	154	137	156	131	0	0	0	0	0	0	0	823
Attendance below 90 percent	10	19	20	27	18	20	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	2	8	5	0	0	0	0	0	0	0	15
Course failure in ELA	0	10	19	27	45	23	0	0	0	0	0	0	0	124
Course failure in Math	0	13	6	19	31	24	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	19	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	39	0	0	0	0	0	0	0	54

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	9	18	39	39	0	0	0	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	57%	57%	47%	55%	56%
ELA Learning Gains				47%	56%	58%	49%	53%	55%
ELA Lowest 25th Percentile				45%	50%	53%	46%	47%	48%
Math Achievement				50%	62%	63%	50%	61%	62%
Math Learning Gains				52%	65%	62%	57%	59%	59%
Math Lowest 25th Percentile				41%	54%	51%	51%	46%	47%
Science Achievement				45%	52%	53%	57%	54%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	58%	-7%	58%	-7%
Cohort Comparison						
04	2021					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-51%				
05	2021					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	61%	-12%	62%	-13%
Cohort Comparison						
04	2021					
	2019	53%	62%	-9%	64%	-11%
Cohort Comparison		-49%				
05	2021					
	2019	37%	58%	-21%	60%	-23%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	50%	-8%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/10.7	21/7.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	3/7	2/4.4	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/5.4	18/14.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/12.5	0/0
	English Language Learners	2/4.8	2/4.5	0/0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/10.2	42/26.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/2.0	6/10.7	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/0.7	12/7.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/1.8	0/0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/27.8	47/38.8	47/38.5
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	2/13.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/7.1	30/24.8	40/32.8
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	1/9.1
	English Language Learners	0/0	1/6.7	1/6.7
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/23.1	42/32.8	58/44.6
	Economically Disadvantaged			
	Students With Disabilities	1/16.7	1/14.3	2/28.6
	English Language Learners	0/0	2/7.4	3/10.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/3.3	20/15.9	30/23.4
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/3.8	1/3.7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/26.2	19/27.5	24/35.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/10	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/12.7	16/23.9	16/23.9
	Economically Disadvantaged			
	Students With Disabilities	1/9.1	1/8.3	1/8.3
	English Language Learners	0/0	0/0	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/29.5	14/24.1	22/37.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	25		19	18		8				
ELL	27	32	50	19	32	42	14				
BLK	43	39	27	33	30	36	35				
HSP	40	42	75	44	48	56	37				
MUL	58			58							
WHT	48	46		47	29		41				
FRL	39	41	42	40	38	41	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	3	35	40	21	45	36					
ELL	35	46	60	43	56	46	44				
BLK	42	39	25	38	43	36	21				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	47	47	51	51	53	44	49				
MUL	30			40							
WHT	58	55	45	62	60		59				
FRL	46	44	39	49	51	40	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	34	30	24	44	53	31				
ELL	23	41	46	39	62	48	26				
BLK	34	34	37	38	39	47	40				
HSP	49	54	50	50	57	49	61				
MUL	10			40							
WHT	57	47	50	65	79	67	61				
FRL	46	48	44	50	56	49	55				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math proficiency and learning gains dropped from the 2019 Spring assessments to the 2021 Spring assessments. Proficiency dropped 7% from 50% to 43% and learning gains dropped 12% from 52% to 40%. ELA proficiency and learning gains decreased as well, but by smaller amounts than Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math Learning gains dropped from 52% based on Spring 2019 FSA to 40% based on Spring 2021 FSA results.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students being out of school and on Lee Home Connect or Lee Virtual school have returned to school with greater gaps in grade level math skills than in prior years. Inconsistent staffing issue across the campus caused disruptions in the learning environment for many students.

Consistent, high quality direct instruction for our neediest students would increase student achievement in Math learning gains.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA L25 students increased learning gains from 45% (Spring 2019) to 47%(Spring 2021)

What were the contributing factors to this improvement? What new actions did your school take in this area?

Grade 3 interventions in ELA were specifically focused on foundational skills that helped to increase student achievement. Intervention was implemented with fidelity for 1 hour daily using small group direct instruction as well as rapid word fluency and vocabulary practice.

Book studies were done with small groups of students to target ELA standards.

What strategies will need to be implemented in order to accelerate learning?

Consistent standards-based instruction provided to students using high yield strategies as well as consistent progress monitoring to support students. Continued direct instruction intervention as has been previously implemented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We offer monthly professional development for our APPLES teachers which include instructional practices as well as classroom management and student engagement opportunities. For all staff, bi-monthly faculty meetings offer training in school safety protocols, curriculum integration, positive behavior strategies. Weekly PLC meetings include subject-focused updates on district instructional strategies and progress monitoring.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The hiring of both additional paraprofessionals and an ESE resource teacher will ensure sustainability within the next year and beyond. Grade 5 departmentalization of core-specific groups has been implemented to increase student achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus

Description and Rationale: Data review showed a 7% gap in achievement between African-American students and other subgroups.

Measurable Outcome: The subgroup of African-American students will increase ELA proficiency from 35% to 42%.

Monitoring: Through weekly formative assessments, quarterly summative assessments as well as district progress monitoring quarterly data

Person responsible for monitoring outcome: Cynthia Hernandez (cynthiamhe@leeschools.net)

Evidence-based Strategy: Research-based, standard-driven instructional practices, specific intervention on foundational skills provided with fidelity through small group direct instruction as well as consistent progress monitoring through data analysis to provide support for student achievement.

Rationale for Evidence-based Strategy: These evidence-based practices were chosen due to prior trends of student achievement throughout the district and state.

Action Steps to Implement

Through PLC meetings, progress monitoring will be analyzed by teachers and administration. The results of the given data will drive the standard-driven instruction including adjustments, pacing and remediation as deemed necessary.

Person Responsible: Cynthia Hernandez (cynthiamhe@leeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Current data indicates that African American students are below the 41% rank in ELA proficiency.
Measurable Outcome:	Harns Marsh Elementary will increase the percentage of African American students reaching ELA proficiency in grades 3-5 from 35% to 42%
Monitoring:	ELA progress monitoring will be done through weekly formatives, quarterly summatives, as well as quarterly district monitoring progress.
Person responsible for monitoring outcome:	Cynthia Hernandez (cynthiamhe@leeschools.net)
Evidence-based Strategy:	Focused intervention for grades 3-5 that includes assessment for student areas of need, students grouped according to need and small group direct instruction to support those needs.
Rationale for Evidence-based Strategy:	Research-based evidence shows small group direct instruction based on specific needs, helps to support student achievement.

Action Steps to Implement

Literacy Leadership Team

Analyze student data to place students in groups according to need. Schedule was created using all resource teachers as well as paraprofessionals to support the intervention times. Grade 3 has 1 hour of daily intervention, Grade 4 has 40 minutes of daily intervention and Grade 5 has 45 minutes of daily intervention. Data will continue to be analyzed through progress monitoring as student groups will be fluid based on levels of achievement.

Person Responsible Cynthia Hernandez (cynthiamhe@leeschools.net)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Harns Marsh Elementary will reduce the number of threat/intimidation incidents from 1.5 per 100 students to less than 1 per 100 students. (Reducing from 16 total to 10 total) Full implementation of PBIS throughout the campus is monitored by administration as well as the behavioral team. Celebration of positive behavior occurs monthly as well as classroom celebrations of positive behaviors and engagement in learning. Discipline incidents will be reduced as more proactive positive behavior supports for students decrease the number of student referrals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture environment is implemented with both staff and students which include: PBIS acknowledgements and rewards, Sunshine Committee, School Spirit Days, Monthly Kudos board with gift cards, and organized pot lucks. Administration meets weekly with PLC teams, monthly with grade level chairs, bi-monthly with staff and weekly with Leadership. Lines of communication fosters a positive school environment with the principal's weekly calendar and news events, schoolwide events such as "trunk or treat", Title 1 parent involvement activities and monthly student attendance celebrations including student of the month. The school meets with stakeholders such as Head Start, Lexington Country Club and Lee County Sheriff's Office to help provide services to our school. Our parent involvement specialist reaches out to community leaders and stakeholders to request services, volunteer opportunities and donated items for our various programs that provide a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At the beginning of the school year, families were invited to an open house and the Annual Title I meeting where administration shared the vision, mission, and culture of the school.

Parents, teachers, community members, and business partners will participate in the comprehensive needs' assessment being invited to/attending monthly SAC meetings, where data will be shared and analyzed for all students groups including regular ed, ESE, gifted, migrant, ELLs, L25, educationally disadvantaged and historically underserved.

Stakeholders will participate in meetings as a result of invitation via school newsletter, School Messenger, school website, or personal phone call if needed.

Community/business partners will be enlisted through personal contact (visits, phone calls) to request partnering with our school.

Input from stakeholders will be collected through surveys and discussions. These communications will be flexible in format allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and create a plan. Parents will be invited to SAC/Title 1 Meetings where the evaluation of the SIP will occur. Strategies to increase family engagement continue to be our focus and will be included in the PFEP.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00