Harns Marsh Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Harns Marsh Middle School

1820 UNICE AVE N, Lehigh Acres, FL 33971

http://hmm.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Every Student, Every Day, Gains Knowledge

Provide the school's vision statement.

To be a World Class Middle School. One Team/One Family.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Dworzanski, Alex	Principal	Overseeing Critical Thinking and Science
Gutierrez, Vivian	Assistant Principal	ESE and Social Studies
Martin, Yolaine	Assistant Principal	Reading and ELA
Hower, Samantha	Assistant Principal	Math and Electives

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school improvement plan development process was a collaborative effort from many stakeholders. Those involved are our School Advisory Committee, administration, school leadership teams, teachers, staff, parents, students, and community members. The school improvement plan process began following the end of last school year with a group called the Cadre that was developed to build capacity in the developing leaders in the building. This group consists of Department Heads, PLC Facilitators, and individuals who are part of the Teacher Career Bridge that have shown interest in developing their careers. Our School Leadership Team was also involved in beginning the process for having input on the SIP, which included communication methods such as surveys and in-person meetings and discussion. Alignment in our vision and goals were crucial to understanding where we are at the beginning of the year and where we see ourselves by the end of 2023-2024 school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through department PLC time, via the School Leadership Team, and the School Advisory Committee. Grade-Level Cohorts began the year by creating SMART goals aligned to the Department Goals stated in the SIP. The cohort goals are as follows: 6th Grade Math: By the end of the 2023-2024 school year, our student's proficiency will increase from a 5% to a 57% as indicated by their final performance on the PM 3 FAST Math test. 7th Grade Math: By the end of the 2023-2024 school year, our student's proficiency will increase from a 0% to a 30% as indicated by their final performance on the PM 3 FAST Math test. 8th Grade Math: By the end of the 2023-2024 school year, our student's proficiency will increase from a 7% to a 68% as indicated by their final performance on the PM 3 FAST Math test. Algebra 1: By the end of the 2023-2024 school year, our student's proficiency will increase from a 56% to a 92% as indicated by their performance on the Algebra I EOC. 6th Grade ELA: By the end of the 23-24 school year, our students' proficiency will increase from a 27% to a 45% as indicated by their final performance on the PM 3 FAST. 7th Grade ELA: By the end of the 2023-2024 school year, our student's proficiency will increase from an 18% to a 45% as indicated by their final performance on the PM 3 FAST. 8th Grade ELA: By the end of the 2023-2024 school year, our student's proficiency will increase from a 24% to a 45% as indicated by their final performance on the PM 3 FAST. 8th Grade Science: By the end of the 2023-2024 school year, our student's proficiency will increase from a 10.4% to a 46% as indicated by their final performance on the NGSS Statewide Science Assessment. 7th Grade Civics: By the end of the 2023- 2024 school year, our student's proficiency will increase from a 15% to a 58% as indicated by their final performance on the Civics EOC. Departments such as Reading, 6th and 8th grade Social Studies, 6th and 7th grade Social Studies, Electives, and Art cohorts made SMART goals related to supporting ELA in their SMART goals for the year. These goals are reassessed frequently, but will be reevaluated following the administration of Progress Monitoring 2.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	146	154	190	490
One or more suspensions	0	0	0	0	0	0	85	100	83	268
Course failure in ELA	0	0	0	0	0	0	0	5	7	12
Course failure in Math	0	0	0	0	0	0	0	12	5	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	177	187	203	567
Level 1 on statewide Math assessment	0	0	0	0	0	0	196	172	214	582
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	146	154	190	490

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	5	3	8
Students retained two or more times	0	0	0	0	0	0	8	7	1	16

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	146	154	190	490
One or more suspensions	0	0	0	0	0	0	85	100	83	268
Course failure in ELA	0	0	0	0	0	0	0	5	7	12
Course failure in Math	0	0	0	0	0	0	0	12	5	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	177	187	203	567
Level 1 on statewide Math assessment	0	0	0	0	0	0	196	172	214	582
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	146	154	190	490

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	5	3	8
Students retained two or more times	0	0	0	0	0	0	8	7	1	16

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	48	49	35	48	50	36		
ELA Learning Gains				41			41		
ELA Lowest 25th Percentile				28			29		
Math Achievement*	49	56	56	38	32	36	31		
Math Learning Gains				54			29		
Math Lowest 25th Percentile				56			36		
Science Achievement*	44	45	49	39	51	53	35		
Social Studies Achievement*	53	64	68	60	53	58	56		
Middle School Acceleration	84	80	73	80	45	49	65		
Graduation Rate					44	49			
College and Career Acceleration					66	70			
ELP Progress	30	29	40	27	78	76	26		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	297
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	2
ELL	37	Yes	2	
AMI				
ASN	80			
BLK	45			
HSP	48			
MUL	50			
PAC				
WHT	67			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	45			
HSP	45			
MUL	42			
PAC				
WHT	55			
FRL	45			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			49			44	53	84			30
SWD	14			23			18	20			5	22
ELL	22			38			26	37	67		6	30
AMI												
ASN	73			87							2	
BLK	32			38			31	46	75		6	50
HSP	36			49			43	51	83		6	28
MUL	43			52			54				3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	47			61			65	70	92		5	
FRL	34			47			41	50	83		6	31

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	41	28	38	54	56	39	60	80			27
SWD	10	31	25	13	42	51	13	29				7
ELL	25	37	24	30	48	46	26	53	81			27
AMI												
ASN												
BLK	26	39	38	33	55	63	32	55	83			21
HSP	35	41	25	36	52	53	38	60	79			28
MUL	40	31		31	50		38	64				
PAC												
WHT	47	48	29	53	60	62	49	63	82			
FRL	31	40	31	35	53	60	35	59	74			31

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	41	29	31	29	36	35	56	65			26
SWD	7	28	27	13	28	32	12	20				18
ELL	22	37	29	25	33	33	15	52	41			26
AMI												
ASN												
BLK	28	34	22	23	28	38	33	48	56			22
HSP	35	42	33	32	29	32	34	59	69			27
MUL	54	37		29	19			42				
PAC												
WHT	45	49	29	39	29	53	48	62	67			
FRL	33	38	25	29	28	35	33	53	65			25

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	33%	44%	-11%	47%	-14%
08	2023 - Spring	40%	44%	-4%	47%	-7%
06	2023 - Spring	25%	44%	-19%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	52%	-4%	54%	-6%
07	2023 - Spring	24%	37%	-13%	48%	-24%
08	2023 - Spring	60%	60%	0%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	43%	-2%	44%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	39%	53%	50%	42%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	59%	-10%	66%	-17%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA showed lowest performance with an achievement level that maintained at 35% compared to the 2021-2022 School Year. Although there was not a decrease, there also was not an increase in achievement. The ELA team experienced high turnover since 2021. We are training career changers as the year progresses. After last year we took a look at our scheduling and have tried to be more strategic with the placements of our L25 students and our high needs populations. We are seeing our 6th grade cohort is incoming at a lower proficiency level than in the past years. A higher majority of our students are coming in at level 1, which is on the forefront of our PLCs as they are scaffolding/differentiating instruction. ELA achievement has been seen as a struggle across the district among schools with similar demographics. Overall our school has more than 25 new instructional staff members, most do not come from an education background and are students, as a whole, are significantly academically lower. In addition to school level factors, this is the first year utilizing and testing the B.E.S.T. standards with a change in curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Civics achievement. Prior year proficiency was 60%, while proficiency for the current year dropped 7% to an achievement level of 53%. The Civics team had two new Civics teachers join their team for the 2022-2023 school year and one of them being a first year teacher. Civics scores were down across the entire district, which suggests that more information is needed as to what contributed to the decline because it was beyond just school-based factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Civics achievement. The state average was 66%, while our achievement level was 53%. This was a 13 point difference between the state and school average. As stated previously, the state and district saw a decline in Civics achievement across the board. The state decreased by 3%, and the district decreased by 4%. Harns Marsh decreased by 7%. Following the trends produced from the 2019-2020 and 2020-2021 school year's following Covid, typically when there is a decline in achievement at a larger scale, our population of students tend to reflect that decline at a greater rate. More information as to what contributed to this decline will require further data analysis at the district and state levels. ELA achievement level was not far behind with a gap of 12% between the state average and school average. ELA has seen a consistent decrease following the pandemic. Contributing factors of this is an increase in onboarding of Level 1 students, the second highest population of ELL students in our district, and high turnover.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our Mathematics Achievement. For the 2021-2022 school year Math, had an overall achievement of 38%. For the 2022-2023 school year, Math had an overall improvement of 16%, which led to an achievement level of 54%. Our scores were number one in the district for increased performance from last year to this year. Our Math team has consistently improved the past two years with the addition of a Math Coach to our team. The Math PLC is tightly aligned in content planning and implementation of remediation strategies. The basis of the instructional

strategies is "every student, every question, every time" and increasing student engagement and response rates. We have a focus on alignment of problem-solving strategies and repetition of grade-level material throughout the year, with spiraling of content and just-in-time review beginning in January, following the administration of Progress Monitoring 2. We also used a variety of questions through the Aleks program, and the McGraw-Hill textbooks so that our students would be comfortable with different formats of questioning.

Our 8th grade Science achievement also saw an impressive increase of 4%, which was second highest in the district. Our 8th grade Science PLC is tightly aligned with content planning, formative assessments, and remediation/enrichment. The team decided to begin reviewing Nature of Science standards earlier in the school year from all grade levels (6th, 7th, and 8th) because of the percentage of those standards tested. The team used Progress Monitoring data as a formative assessment to drive instruction for the year along with tracking district exemplars and common assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning Systems data, the potential areas of concern are with absences and our incoming Level 1 students for both ELA and Math. There were 490 students who were absent 10% or more of school days. There were 567 students who are Level 1 in ELA, and 582 students who are level 1 in Math. There were 490 students who had one or more of the Early Warning Signs, which indicates that the 490 students who were frequently absent were also a Level 1 in either ELA and Math.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for middle schools across the district are 6th, 7th, and 8th grade ELA; 7th grade Math; and 8th grade Science

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELA achievement has remained stagnant since COVID. This past year our data again showed no movement as compared to last year's results, with achievement at 35%. Our 6th grade team is a main area of concern. As previously noted, at the start of the 22-23 school year we took on the lowest performing class we've seen. PM3 FAST data shows that we did have some students jump levels and move toward proficiency, however, we also so a loss with some of our proficient population. Our 7th and 8th grade students have shown steady movement as well, however there is still a large gap we are looking to overcome.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to raise overall achievement to 38% by the end of the year, as reflected on PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through aligned PLCs, will be tracking formative common assessments, exemplars, and FAST progress monitoring. Instructional practices will focus on following district Scope & Sequence and the use of instructional guides. As a school we have aligned focus strategies to all instructional practices: increasing response rates, distributed summarizing, sequences questioning, and data analysis leading to action. The ELA PLC will also be assisted by a PCT and Literacy Coach as there are 8 new teachers- 2 with prior classroom experience. PCT and Literacy Coach will be involved in each PLC- track the use of best practices while planning; observing and modeling classroom instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although we have seen a decline in teacher turnover, we are working to build a strong foundation that inspires people to commit to our team. Going into the 23-24 school year we needed to fill 23 instructional positions and 5-6 instructional support positions. This is less than we have seen in the past, but we are striving to continue building our positive culture and environment. As we review candidates we are also seeing less and less experienced teachers, which has led to the need for different approaches to things like professional development and building Professional Learning Communities. Our goal is to see growth, improvement, and commitment from all of our teachers, and give the appropriate layers of support for our staff to be successful.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

HMMS looks to retain more teachers than previous years going into the 2024-2025 school year. The goal will be to only need to fill 10 instructional positions instead of 23.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by administration, the coaching team, department heads, and APPLES mentors.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Harns Marsh Middle School will be implementing a set of evidence-based strategies school-wide based on the New Art and Science of Teaching by Marzano. The strategies are as follows: Increasing Response Rates, Questioning Sequences, Building Relationships, and maintaining Structure. Harns Marsh Middle is also making PLC's and Goal-Setting a point of focus in order to facilitate these specific strategies and work as a unified body. In addition, all coaches and mentors will be operating under the research by Jim Knight in the Impact Cycle.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the strategies are supported by the research of Robert Marzano in the New Art and Science of Teaching, which is being introduced and implemented district wide. The choice of Increasing Response Rates comes from our philosophy of every student answering every question, every time. Our belief in our professional learning communities brings forth our next focus, which is to ensure that each department is in alignment with not only our standards, but also in the questions they are asking students. Building relationships goes hand in hand with creating a structure and environment in which each student can reach their full potential. In addition, the administration and coaching teams have been trained in the Impact Cycle and coaching teachers in areas they believe they can grow in.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

For this vision to come to fruition, it requires a unified team that is aligned in their goals and outcomes. At the end of the 2023 school year, a group was created to see this vision through. It is called CADRE, which stands for Champions of Academic Development and Relational Enrichment. This group is composed of Coaches, Department Heads, and Instructional Leaders from every department. These individuals are Teacher Career Bridge Members, or individuals that have shown interest in developing in their career. This group will serve to expand and grow this vision among the entire staff and has decided on each aspect of the schoolwide plan, from strategies to implementation.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024.

The CADRE is in charge of building community within the school and help teachers, both new and tenured. CADRE has committed to creating a community calendar to celebrate teachers, build professional development to enhance instructional strategies, and be a layer of support for teachers in years 1 through 3.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of concern from the current Math data would be the 7th grade Math trends. Our 7th grade Math has been trending consistently low for the past two school years, in comparison to the district and state levels. In 2022, HMMS proficiency for 7th grade Math was 26%; Lee County was 43%; the State was 46%. This showed a significant gap between school performance and other metrics. For the 2023 school year, HMMS proficiency for 7th grade Math was 24% (-2% PY); Lee County was 37% (-6% PY); the State was 48% (+2% PY). This data showed an improvement in 7th grade math for the state level, but a decrease in proficiency for the district and school level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Harns Marsh Middle School has a goal of increasing the 7th grade Math proficiency level from 24% to 30%, as indicated by the spring administration of the F.A.S.T. progress monitoring for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The 7th grade Math team will be tracking formative assessment, common assessment, district exemplar, and progress monitoring data. The team will collaborate in content planning PLC's at least twice per week, and monitor both pacing and standard achievement levels through the district pacing calendar and scope and sequence.

Person responsible for monitoring outcome:

Samantha Hower (samanthajh@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Harns Marsh Middle School will be implementing a set of evidence-based strategies school-wide based on the New Art and Science of Teaching by Marzano. The strategies are as follows: Increasing Response Rates, Questioning Sequences, Building Relationships, and maintaining Structure. Harns Marsh Middle is also making PLC's and Goal-Setting a point of focus in order to facilitate these specific strategies and work as a unified body.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the strategies are supported by the research of Robert Marzano in the New Art and Science of Teaching, which is being introduced and implemented district wide. The choice of Increasing Response Rates comes from our philosophy of every student answering every question, every time. Our belief in our professional learning communities brings forth our next focus, which is to ensure that each department is in alignment with not only our standards, but also in the questions they are asking students. Building relationships goes hand in hand with creating a structure and environment in which each student can reach their full potential.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and deliver a pre week schedule that aligns with the vision for the 2023-2024 school year. This schedule should include schoolwide professional development on Increasing Response Rates, Questioning Sequences, Building Relationships, and Creating and Maintaining Structure in the Classroom. In addition, pre week will contain built in time for team building and creating the culture of learning and support.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: August 10, 2023

Beyond pre week professional development, there will be new and ongoing professional development that align with our school wide strategies. This professional development will take place during PLC's and within the APPLES meetings. This professional development will be attended by Administration, Peer Collaborative Teachers, and Instructional Coaches.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: Ongoing through May 31, 2024

Coaching support will be intentional and be facilitated through Peer Collaborative Teachers, Instructional Coaches, PLC Leads, and APPLES Mentors. This support will be aligned with Jim Knight's Impact Cycle and include the creation of an Instructional Playbook by the Leadership Academy. Support will occur in many forms, including coaching cycles, observation, modeling, and any other support required by teachers.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: Ongoing through May 31, 2024

Coaching support will be intentional and be facilitated through Peer Collaborative Teachers, Instructional Coaches, PLC Leads, and APPLES Mentors. This support will be aligned with Jim Knight's Impact Cycle and include the creation of an Instructional Playbook by the Leadership Academy. Support will occur in many forms, including coaching cycles, observation, modeling, and any other support required by teachers.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: Ongoing through May 31, 2024

Administrative Support will be a crucial action to the success of this goal. This includes weekly classroom walkthroughs, addressing concerns, but also celebrating successes.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: Ongoing through May 31, 2024

For this vision to come to fruition, it requires a unified team that is aligned in their goals and outcomes. At the end of the 2023 school year, a group was created to see this vision through. It is called CADRE, which stands for Champions of Academic Development and Relational Enrichment. This group is comprised of Coaches, Department Heads, and Instructional Leaders from every department. These individuals are Teacher Career Bridge Members, or individuals that have shown interest in developing in their career. This group will serve to expand and grow this vision among the entire staff and has decided on each aspect of the schoolwide plan, from strategies to implementation.

Person Responsible: Samantha Hower (samanthajh@leeschools.net)

By When: Ongoing through May 31, 2024

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 8th grade Science data has been trending upwards for the past two school years. In 2022, HMMS proficiency for 8th grade Science was 37%; Lee County was 42%; the State was 45%. This showed a gap of 5% from the district average and a gap of 8% from the state average. For the 2023 school year, HMMS proficiency for 8th grade Science was 41% (+4% PY); Lee County was 43% (+1% PY); the State was 44% (-1% PY). This data showed an improvement in 8th grade science for the school and district level, but a decline in proficiency for the state level. Our goal is to surpass both the district and state proficiency levels.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Harns Marsh Middle School has a goal of increasing the 8th grade Science proficiency level from 41% to 46%, as indicated by the end of year testing.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The 8th grade Science team will be tracking formative assessment, common assessment, district exemplar, and progress monitoring data. The team will collaborate in content planning PLC's at least twice per week, and monitor both pacing and standard achievement levels through the district pacing calendar and scope and sequence.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Harns Marsh Middle School will be implementing a set of evidence-based strategies school-wide based on the New Art and Science of Teaching by Marzano. The strategies are as follows: Increasing Response Rates, Questioning Sequences, Building Relationships, and maintaining Structure. Harns Marsh Middle is also making PLC's and Goal-Setting a point of focus in order to facilitate these specific strategies and work as a unified body.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the strategies are supported by the research of Robert Marzano in the New Art and Science of Teaching, which is being introduced and implemented district wide. The choice of Increasing Response Rates comes from our philosophy of every student answering every question, every time. Our belief in our professional learning communities brings forth our next focus, which is to ensure that each department is in alignment with not only our standards, but also in the questions they are asking students. Building relationships goes hand in hand with creating a structure and environment in which each student can reach their full potential.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and deliver a pre week schedule that aligns with the vision for the 2023-2024 school year. This schedule should include schoolwide professional development on Increasing Response Rates, Questioning Sequences, Building Relationships, and Creating and Maintaining Structure in the Classroom. In addition, pre week will contain built in time for team building and creating the culture of learning and support.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: August 10, 2023

Beyond pre week professional development, there will be new and ongoing professional development that align with our school wide strategies. This professional development will take place during PLC's and within the APPLES meetings. This professional development will be attended by Administration, Peer Collaborative Teachers, and Instructional Coaches.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: Ongoing through May 31, 2024

Coaching support will be intentional and be facilitated through Peer Collaborative Teachers, Instructional Coaches, PLC Leads, and APPLES Mentors. This support will be aligned with Jim Knight's Impact Cycle and include the creation of an Instructional Playbook by the Leadership Academy. Support will occur in many forms, including coaching cycles, observation, modeling, and any other support required by teachers.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: Ongoing through May 31, 2024

Administrative Support will be a crucial action to the success of this goal. This includes weekly classroom walkthroughs, addressing concerns, but also celebrating successes.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: Ongoing through May 31, 2024

For this vision to come to fruition, it requires a unified team that is aligned in their goals and outcomes. At the end of the 2023 school year, a group was created to see this vision through. It is called CADRE, which stands for Champions of Academic Development and Relational Enrichment. This group is composed of Coaches, Department Heads, and Instructional Leaders from every department. These individuals are Teacher Career Bridge Members, or individuals that have shown interest in developing in their career. This group will serve to expand and grow this vision among the entire staff and has decided on each aspect of the schoolwide plan, from strategies to implementation.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: Ongoing through May 31, 2024

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Early Warning Systems data, the potential areas of concern are with absences and our incoming Level 1 students for both ELA and Math. There were 490 students who were absent 10% or more of school days. There were 567 students who are Level 1 in ELA, and 582 students who are level 1 in Math. There were 490 students who had one or more of the Early Warning Signs, which indicates that the 490 students who were frequently absent were also a Level 1 in either ELA and Math. ELL students for prior years had a 25% ELA Achievement and 30% Math Achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Harns Marsh Middle School has a goal of increasing the ELL ELA proficiency level from a 25% to a 28% and the ELL Math proficiency level from 30% to 33%, as indicated by the spring administration of the F.A.S.T. progress monitoring for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The ELA teams, Math teams, and ESOL contact for Harns Marsh Middle School will monitor progress monitoring data, exemplar data, and common assessments to look for trends and possible areas of opportunity.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Harns Marsh Middle School will be implementing a set of evidence-based strategies school-wide based on the New Art and Science of Teaching by Marzano. The strategies are as follows: Increasing Response Rates, Questioning Sequences, Building Relationships, and maintaining Structure. Harns Marsh Middle is also making PLC's and Goal-Setting a point of focus in order to facilitate these specific strategies and work as a unified body.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the strategies are supported by the research of Robert Marzano in the New Art and Science of Teaching, which is being introduced and implemented district wide. The choice of Increasing Response Rates comes from our philosophy of every student answering every question, every time. Our belief in our professional learning communities brings forth our next focus, which is to ensure that each department is in alignment with not only our standards, but also in the questions they are asking students. Building relationships goes hand in hand with creating a structure and environment in which each student can reach their full potential.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and deliver a pre week schedule that aligns with the vision for the 2023-2024 school year. This schedule should include schoolwide professional development on Increasing Response Rates, Questioning Sequences, Building Relationships, and Creating and Maintaining Structure in the Classroom. In addition, pre week will contain built in time for team building and creating the culture of learning and support.

Person Responsible: [no one identified]

By When: August 10, 2023

Beyond pre week professional development, there will be new and ongoing professional development that align with our school wide strategies. This professional development will take place during PLC's and within the APPLES meetings. This professional development will be attended by Administration, Peer Collaborative Teachers, and Instructional Coaches.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

Coaching support will be intentional and be facilitated through Peer Collaborative Teachers, Instructional Coaches, PLC Leads, and APPLES Mentors. This support will be aligned with Jim Knight's Impact Cycle and include the creation of an Instructional Playbook by the Leadership Academy. Support will occur in many forms, including coaching cycles, observation, modeling, and any other support required by teachers.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

Administrative Support will be a crucial action to the success of this goal. This includes weekly classroom walkthroughs, addressing concerns, but also celebrating successes.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

For this vision to come to fruition, it requires a unified team that is aligned in their goals and outcomes. At the end of the 2023 school year, a group was created to see this vision through. It is called CADRE, which stands for Champions of Academic Development and Relational Enrichment. This group is composed of Coaches, Department Heads, and Instructional Leaders from every department. These individuals are Teacher Career Bridge Members, or individuals that have shown interest in developing in their career. This group will serve to expand and grow this vision among the entire staff and has decided on each aspect of the schoolwide plan, from strategies to implementation.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

HMMS is implementing a paraprofessional schedule to focus on increasing teacher effectiveness and instructional capacity. Teachers will utilize the paraprofessionals to their fullest potential to allow each student to reach their highest potential.

Person Responsible: Yolaine Martin (yolainem@leeschools.net)

By When: August 10, 2023

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Early Warning Systems data, the potential areas of concern are with absences and our incoming Level 1 students for both ELA and Math. There were 490 students who were absent 10% or more of school days. There were 567 students who are Level 1 in ELA, and 582 students who are level 1 in Math. There were 490 students who had one or more of the Early Warning Signs, which indicates that the 490 students who were frequently absent were also a Level 1 in either ELA and Math. SWD had a 10% ELA achievement level and a 13% Math Achievement Level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Harns Marsh Middle School has a goal of increasing the SWD ELA proficiency level from a 10% to a 13% and the SWD Math proficiency level from 13% to 16%, as indicated by the spring administration of the F.A.S.T. progress monitoring for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The ELA teams, Math teams, and ESE leads for Harns Marsh Middle School will monitor progress monitoring data, exemplar data, and common assessments to look for trends and possible areas of opportunity.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Harns Marsh Middle School will be implementing a set of evidence-based strategies school-wide based on the New Art and Science of Teaching by Marzano. The strategies are as follows: Increasing Response Rates, Questioning Sequences, Building Relationships, and maintaining Structure. Harns Marsh Middle is also making PLC's and Goal-Setting a point of focus in order to facilitate these specific strategies and work as a unified body.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of the strategies are supported by the research of Robert Marzano in the New Art and Science of Teaching, which is being introduced and implemented district wide. The choice of Increasing Response Rates comes from our philosophy of every student answering every question, every time. Our belief in our professional learning communities brings forth our next focus, which is to ensure that each department is in alignment with not only our standards, but also in the questions they are asking students. Building relationships goes hand in hand with creating a structure and environment in which each student can reach their full potential.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and deliver a pre week schedule that aligns with the vision for the 2023-2024 school year. This schedule should include schoolwide professional development on Increasing Response Rates, Questioning Sequences, Building Relationships, and Creating and Maintaining Structure in the Classroom. In addition, pre week will contain built in time for team building and creating the culture of learning and support.

Person Responsible: [no one identified]

By When: August 10, 2023

HMMS is implementing a paraprofessional schedule to focus on increasing teacher effectiveness and instructional capacity. Teachers will utilize the paraprofessionals to their fullest potential to allow each student to reach their highest potential.

Person Responsible: [no one identified]

By When: August 10, 2023

Beyond pre week professional development, there will be new and ongoing professional development that align with our school wide strategies. This professional development will take place during PLC's and within the APPLES meetings. This professional development will be attended by Administration, Peer Collaborative Teachers, and Instructional Coaches.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

Coaching support will be intentional and be facilitated through Peer Collaborative Teachers, Instructional Coaches, PLC Leads, and APPLES Mentors. This support will be aligned with Jim Knight's Impact Cycle and include the creation of an Instructional Playbook by the Leadership Academy. Support will occur in many forms, including coaching cycles, observation, modeling, and any other support required by teachers.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

Administrative Support will be a crucial action to the success of this goal. This includes weekly classroom walkthroughs, addressing concerns, but also celebrating successes.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

For this vision to come to fruition, it requires a unified team that is aligned in their goals and outcomes. At the end of the 2023 school year, a group was created to see this vision through. It is called CADRE, which stands for Champions of Academic Development and Relational Enrichment. This group is composed of Coaches, Department Heads, and Instructional Leaders from every department. These individuals are Teacher Career Bridge Members, or individuals that have shown interest in developing in their career. This group will serve to expand and grow this vision among the entire staff and has decided on each aspect of the schoolwide plan, from strategies to implementation.

Person Responsible: [no one identified]

By When: Ongoing through May 31, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating school funding. The schools are budgeted in multi-faceted methods based on the student's needs. Initially, the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, and percentage of ESE students for academic support and funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans, as appropriate, there is a requirement to address ESSA student groups through high-quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Principal supervisors provide ongoing monitoring of student data and underperforming subgroups through monthly visits and data chats.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.
School webpage: https://hmm.leeschools.net/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Harns Marsh Middle School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include language barriers, childcare, inability to leave work for events/meetings and in general the difficulties with the current economic conditions. To better serve parents, regardless of personal barriers, we have personnel on campus dedicated specifically to advocating for parents and families and students. These individuals include our School Social Worker, our school ESOL contact, and our Parent Involvement Coordinator. We have built positive relationships with our community partners including the Harry Chapin food bank and the Lehigh Acres Chamber of Commerce. These partnerships have afforded us to have a food pantry that distributes food weekly to students and families and to give our students incredible opportunities, such as visiting the Florida Capitol to learn about the inner workings of our governing systems.

This year we will be hosting many events to support parents in understanding and keeping up with student progress. Our first event is being held September 28, where we are inviting parents and families to campus to help create a Focus Portal account, view their students' grades and understand progress monitoring scores.

In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools` baseline data sources become the guiding force to annual evaluation and improvement of the schools parent involvement program to enhance student achievement for the upcoming school year.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and

data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.
Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and our PCTS (ELA, Science, & Math) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes