

Harns Marsh Middle School



2014-15 School Improvement Plan

Harns Marsh Middle School

1820 UNICE AVE N, Lehigh Acres, FL 33971

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

88%

Alternative/ESE Center

No

Charter School

No

Minority

78%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

F

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To accomplish our vision, we will provide a well-balanced curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

Provide the school's vision statement

Our vision as a school community is to produce literate, competent, responsible students. Our students will become self-sufficient adults with the necessary skills to successfully contribute in a global community.

School Environment

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

Harns Marsh Middle School is a Professional Learning Community (PLC) based upon the work of Dr. Richard DuFour, Dr. Robert Eaker, and Rebecca DuFour. The leadership of our school has defined our learning community, not as a set of processes, but as a way of work that is our culture. The activities of the culture may be characterized as, a forward-looking change agent, utilizing collaboration, teamwork, and a strong results orientation. The PLC is being implemented in order to consider the research that would connect such issues of leadership, organizational structure, and other underpinnings of these, such as work processes, organizational trust, collaboration, employee performance, and organizational vision and mission, to determine if the PLC does in fact create an organizational culture that functions as a learning organization that is effective in achieving the vision and mission of the organization. The intent of the PLC is to discover the implications of the research that may be better applied to increase student performance and to improve adult learning and performance in our school.

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

Harns Marsh Middle School is dedicated to establishing positive and professional student relationships. By creating an environment such as this, students begin to feel a sense of belonging, caring and ownership. Because Harns Marsh Middle is a Professional Learning Community (PLC), we are of the philosophy that each student is the student of every adult in school. The faculty and staff are dedicated to helping each student reach his/her potential.

We are in our third year of operation and because of the relationships that have been established with our students, they are willing to come to school early or stay after to help with clubs, projects and many other extra-curricular activities.

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

Harns Marsh Middle School is a "Leader in Me School" and has been since its inception. The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The

Leader in Me produces transformational results such as, higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. Because our staff is well-versed in the 7 Habits, our PBS committee has developed clear expectations, in student friendly language, that are consistent in the classrooms, cafeteria, hallways and stairwells. The reason is to diminish any confusion and students are well aware that the expectations are the same across the school campus.

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

Harns Marsh Middle ensures that the Social emotional needs for all students are being met by the counselor request form which has been emailed to all staff members and made available for students in the front office. The 7 Habits videos have been created for students to increase overall student effectiveness on and off-campus. To address students crises, procedures are in place to remove students with immediate social emotional needs. Specific groups of students have been created based on previous years data in relation to 10 or more periods of timeout. Parent conferences, professional development for teachers on self-harm indicators.

Early Warning Systems

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

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

Harns Marsh Middle School had 435 in-school suspensions and 326 out of school suspensions totaling 761.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	238	300	223	761
Course failure in ELA or Math	18	42	12	72
Level 1 on statewide assessment	110	120	141	371

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	366	462	376	1204

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

Level 1 students in English Language Arts have been tripled blocked in this area and those students that are level 1 in math have been double blocked. All students participate in a school-wide intervention/extension program every 3rd period of the 10 period schedule.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204363>.

Description

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

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

The parent involvement specialist contacts businesses in the community directly or by sending information about our school, demographics and the needs stakeholders that we serve. Often times, the businesses are more than happy to accommodate our requests. In return, HMMS sends a thank you letter to the business(es), recognizes the business(es) on the marquee and our newsletter.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Ross, Lisa	Principal
Massey, Tamika	Assistant Principal
Lavalle, Melinda	Instructional Coach
Simpson, Caren	Instructional Coach
Berry, Dana	Assistant Principal
Johnson, Jill	Assistant Principal
Dunne, Kaisha	Teacher, K-12
Finkley, Janna	Teacher, K-12
Ingle, Kayley	Teacher, ESE
Innarelli, Amanda	Teacher, ESE
Marino, Michael	Teacher, K-12
O'Brien, Dr. Rosemary	Teacher, K-12
Voellinger, Jennifer	Teacher, K-12

Duties

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

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

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (STAR/FAIR, curriculum assessments, FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading Coach

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in our building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

- MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend RTI Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
- Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tesa Howard	Parent
Laurie Smiley	Parent
Shanan Diaz	Parent
Eric McFee	Principal
Margarita Viera	Parent
Judy Paras	Education Support Employee
Nelly Alonso	Parent
Ambar Villafuerte	Parent
Christopher Lightfoot	Teacher
Tracey Fisher	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Based on the gains that students made last year, SAC agreed that one goal should remain the focus while provide more support in the areas of reading, math, writing and science.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC viewed the budget for the 2014-15 school year and received information regarding the purpose of the funds and how the they would be allocated.

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ross, Lisa	Principal
Johnson, Jill	Assistant Principal
Lavalle, Melinda	Instructional Coach
Innarelli, Amanda	Teacher, ESE
Acuna, Nuria	Teacher, K-12
Bernagene, Nelta	Teacher, K-12
Castera, Johanne	Teacher, K-12
Goldstein, Sara	Teacher, K-12
Harless, Tracey	Teacher, K-12
Hill, Jacqui	Teacher, K-12
Hitchcock, Jennifer	Teacher, K-12
Ives, Susan	Teacher, K-12
Jimenez, Maritza	Teacher, K-12
Long, Brittanie	Teacher, K-12
Pluff, Sunshine	Teacher, K-12
Smith, Whitney	Teacher, K-12
Merzier, Daniella	Paraprofessional
Wilkes, Colleen	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Harns Marsh Middle School has gone to a ten period day to allow teachers to have common planning everyday.

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

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

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

Each new teacher is assigned to a Clinical Education certified teacher and a peer teacher. New teachers must participate in the district wide APPLES induction program.

Rationale for pairing is content area based.

Planned mentoring activities include: APPLE observation and PDP, planning, and PLC participation

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Harns Marsh Middle School has adopted ELA, math and science programs that align to the Florida standards.

Instructional Strategies

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

HMMS has also purchased Discovery Education which allows the instructional staff to develop common formative assessments which have been proven through research to be one of the most effective programs to increase student achievement and monitor student progress.

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

Strategy: Weekend Program

Minutes added to school year: 4,320

After school Tutoring, enrichment curriculum, and Homework help

Strategy Rationale

To increase the number of students making learning gains in the areas of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ross, Lisa, lisacr@leeschoosl.net

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

Participation records and student gain analysis.

Student Transition and Readiness

PreK-12 Transition

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

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

N/A

College and Career Readiness

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

Integrated with our US History classes, students take college and career planning. Students complete interest surveys from the Choices Planner website for their high school course selection and map out their career and college exploration.

HMMS sponsor a preparing for High School night to inform and prepare students and parents for the transition to High School

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

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

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

Harns Marsh Middle School requires that every eighth grade student complete the career and technical education component through their social studies class.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. Instructional staff will implement research-based strategies which drive the instruction and learning while Increasing student achievement gains school-wide. **1a**

G042934

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	26.0
Math Gains	73.0
Math Lowest 25% Gains	71.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- PLC's - Data driven instruction
- Professional Development -
- District Support -
- Title I - Tutoring, Materials/supplies, coaches, teachers
- Volunteers

Targeted Barriers to Achieving the Goal **3**

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

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

Analyze school specific progress data

Person Responsible

Lisa Ross

Schedule

Weekly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Content specific progress monitoring, CCE pre/mid/post, FCAT 2.0, applicable EOCs, Teen Biz data reports and Discovery Ed probes/assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Instructional staff will implement research-based strategies which drive the instruction and learning while increasing student achievement gains school-wide. **1**

 G042934

G1.B3 Limited exposure to best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc). **2**

 B104925

G1.B3.S1 Provide exposure to contemporary best practices (e.g. increased rigor, focus on writing, literacy strategies, differentiated instruction, etc). **4**

 S116164

Strategy Rationale

To increase student achievement.

Action Step 1 **5**

Build into master schedule common course planning.

Person Responsible

Schedule

Evidence of Completion

Sign in records, agenda, in class deliverable

Action Step 2 5

Provide PLC professional development opportunities for faculty. Create team membership norms, goals, consensus of essential standards.

Person Responsible

Schedule

Evidence of Completion

Inservice Report

Action Step 3 5

Weekly subject area PLC's to explore and answer the following:

- What do we expect students to learn?
- How do we know when they have learned it?
- How will we respond when students do not learn?
- How will we respond when students have learned?

Person Responsible

Lisa Ross

Schedule

Evidence of Completion

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

Action Step 4 5

Implement a school-wide Response to Instruction intervention during school hours. Minimum 65 minutes every other day. Everyday for level 1 readers.

Person Responsible

Lisa Ross

Schedule

Evidence of Completion

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

Action Step 5 5

Develop and implement coaching cycle expectations based on domain 2 of the Danielson model of teacher evaluation for semester 1 and domain 3 for semester 2.

Person Responsible

Melinda Lavalle

Schedule

Biweekly, from 9/3/2014 to 5/27/2015

Evidence of Completion

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

Action Step 6 5

Provide professional development on the appropriate progression of rigor according to Webb's DOK to promote a deeper understanding and implementation of content and concepts into daily instruction. Implement a cross-content common reading (UNREAL) and writing (HMMS Writes) strategy.

Person Responsible

Melinda Lavalle

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Agendas, minutes and project templates

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Lisa Ross

Schedule

On 5/27/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Build into master schedule common course planning.		Sign in records, agenda, in class deliverable	one-time	
G1.B3.S1.A2	Provide PLC professional development opportunities for faculty. Create team membership norms, goals, consensus of essential standards.		Inservice Report	one-time	
G1.B3.S1.A3	Weekly subject area PLC's to explore and answer the following: What do we expect students to learn? How do we know when they have learned it? How will we respond when students do not learn? How will we respond when students have learned?	Ross, Lisa	Inservice record Agendas/ Minutes Presentation materials Team Foundation forms Administrator	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			team responsibilities		
G1.B3.S1.A4	Implement a school-wide Response to Instruction intervention during school hours. Minimum 65 minutes every other day. Everyday for level 1 readers.	Ross, Lisa	Agenda/ minutes Lesson Plans Progress monitoring calendars Teacher progress monitoring binder	one-time	
G1.B3.S1.A5	Develop and implement coaching cycle expectations based on domain 2 of the Danielson model of teacher evaluation for semester 1 and domain 3 for semester 2.	Lavalle, Melinda	9/3/2014	Sign in sheet, lesson plans, observations, student work samples	5/27/2015 biweekly
G1.B3.S1.A6	Provide professional development on the appropriate progression of rigor according to Webb's DOK to promote a deeper understanding and implementation of content and concepts into daily instruction. Implement a cross-content common reading (UNREAL) and writing (HMMS Writes) strategy.	Lavalle, Melinda	Sign in sheet, agenda's, coaching calendars and logs, exit slips, observations	one-time	
G1.MA1	Analyze school specific progress data	Ross, Lisa	8/18/2014	Content specific progress monitoring, CCE pre/mid/post, FCAT 2.0, applicable EOCs, Teen Biz data reports and Discovery Ed probes/ assessments	5/27/2015 weekly
G1.B3.S1.MA1	Observable evidence of Best Practices in the classroom and through planning.	Ross, Lisa	8/18/2014	Walk through observations, lesson plans, student work samples, rubrics and assessments	5/27/2015 one-time
G1.B3.S1.MA1	Focus on writing template, professional development requests, coaching cycle project template		Agendas, minutes and project templates	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

Build into master schedule common course planning.

Facilitator

Eric McFee

Participants

Instructional staff

Schedule

PD Opportunity 2

Provide PLC professional development opportunities for faculty. Create team membership norms, goals, consensus of essential standards.

Facilitator

Solution Tree

Participants

McFee, Berry, Lavalley

Schedule

PD Opportunity 3

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

Facilitator

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

Participants

Faculty

Schedule

PD Opportunity 4

Implement a school-wide Response to Instruction intervention during school hours. Minimum 65 minutes every other day. Everyday for level 1 readers.

Facilitator

Team leaders Faculty Administration Coaches School based leadership team

Participants

Subject Area Teams

Schedule

PD Opportunity 5

Develop and implement coaching cycle expectations based on domain 2 of the Danielson model of teacher evaluation for semester 1 and domain 3 for semester 2.

Facilitator

District Staff Development and Curriculum Departments & HMMS Reading coach

Participants

Instructional staff

Schedule

Biweekly, from 9/3/2014 to 5/27/2015

PD Opportunity 6

Provide professional development on the appropriate progression of rigor according to Webb's DOK to promote a deeper understanding and implementation of content and concepts into daily instruction. Implement a cross-content common reading (UNREAL) and writing (HMMS Writes) strategy.

Facilitator

HMMS Coaching Team

Participants

Instructional Staff and Administration

Schedule

Budget Rollup

Summary

Description	Total
Grand Total	0