

Marion County Public Schools

Harbour View Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	0

Harbour View Elementary School

8445 SE 147TH PL, Summerfield, FL 34491

[no web address on file]

Demographics

Principal: Robert Hensel

Start Date for this Principal: 6/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: C (47%)</p> <p>2017-18: C (49%)</p> <p>2016-17: C (53%)</p> <p>2015-16: C (50%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	0

Harbour View Elementary School

8445 SE 147TH PL, Summerfield, FL 34491

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>38%</p>

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	C	C	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Harbour View Elementary is to create an innovative environment where All children, regardless of differences, will excel. We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

Provide the school's vision statement.

We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Light, Vera	Guidance Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Swinehart, Charolette	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
Hensel, Rob	Principal	The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.
Smith, Mitzi	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Salem, Sheri	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	123	117	134	147	135	147	0	0	0	0	0	0	0	803
Attendance below 90 percent	24	23	24	26	19	20	0	0	0	0	0	0	0	136
One or more suspensions	6	10	9	16	12	17	0	0	0	0	0	0	0	70
Course failure in ELA or Math	7	4	31	8	8	7	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	65	63	64	0	0	0	0	0	0	0	192

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	12	16	37	29	27	55	0	0	0	0	0	0	0	176

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Monday 6/17/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	27	14	26	20	23	0	0	0	0	0	0	0	133
One or more suspensions	0	7	5	6	14	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	6	12	12	11	12	5	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	60	50	31	0	0	0	0	0	0	0	141

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	19	30	31	48	36	0	0	0	0	0	0	0	174

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	27	14	26	20	23	0	0	0	0	0	0	0	133
One or more suspensions	0	7	5	6	14	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	6	12	12	11	12	5	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	60	50	31	0	0	0	0	0	0	0	141

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	19	30	31	48	36	0	0	0	0	0	0	0	174

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	47%	57%	46%	52%	55%
ELA Learning Gains	52%	56%	58%	51%	57%	57%
ELA Lowest 25th Percentile	42%	52%	53%	52%	53%	52%
Math Achievement	46%	51%	63%	54%	52%	61%
Math Learning Gains	51%	58%	62%	66%	54%	61%
Math Lowest 25th Percentile	41%	49%	51%	48%	43%	51%
Science Achievement	51%	47%	53%	53%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	123 (0)	117 (0)	134 (0)	147 (0)	135 (0)	147 (0)	803 (0)
Attendance below 90 percent	24 (23)	23 (27)	24 (14)	26 (26)	19 (20)	20 (23)	136 (133)
One or more suspensions	6 (0)	10 (7)	9 (5)	16 (6)	12 (14)	17 (5)	70 (37)
Course failure in ELA or Math	7 (6)	4 (12)	31 (12)	8 (11)	8 (12)	7 (5)	65 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	65 (60)	63 (50)	64 (31)	192 (141)

Grade Level Data

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

NOTE: 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
03	2019	38%	44%	-6%	58%	-20%
	2018	41%	46%	-5%	57%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	43%	49%	-6%	58%	-15%
	2018	40%	43%	-3%	56%	-16%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	43%	45%	-2%	56%	-13%
	2018	43%	46%	-3%	55%	-12%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	49%	-7%	62%	-20%
	2018	42%	48%	-6%	62%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	39%	54%	-15%	64%	-25%
	2018	44%	47%	-3%	62%	-18%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				
05	2019	51%	45%	6%	60%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	68%	50%	18%	61%	7%
Same Grade Comparison		-17%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	44%	7%	53%	-2%
	2018	66%	49%	17%	55%	11%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	30	28	27	43	42	22				
ELL	25	30	9	32	41	38	36				
BLK	34	47		35	53		20				
HSP	40	41	26	41	48	41	45				
MUL	40	56		46	33		40				
WHT	45	58	48	50	53	47	59				
FRL	37	50	42	40	49	46	43				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	52	25	36	30	18				
ELL	20	41	39	41	43	35	31				
BLK	29	28		43	47		50				
HSP	35	41	45	48	49	33	63				
MUL	38	33		52	53						
WHT	46	46	58	53	58	41	71				
FRL	37	44	54	47	52	43	64				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	38	41	18	47	42	30				
ELL	17	43	60	40	63	62	27				
BLK	36	53		45	61						
HSP	34	52	58	50	69	68	48				
MUL	50			57							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	53	51	47	58	64	38	56				
FRL	42	53	60	51	66	46	48				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The bottom quartile in math learning gains only showed 41%. The amount of time allocated for math remediation and the lack of math interventions both attributed to this component.

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

Our NGSSS science data declined 14 percentage points from the previous year. This was a new cohort of students who took the exam. This group of students had more struggling/non-proficient readers than the previous 5th grade students who took the exam.

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.

Our math achievement was 17 percentage points below the state average. The amount of time allocated for math attributed to this gap. The school struggled with identifying appropriate and available math resources.

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

Our ELA learning gains improved 9 percentage points from the previous year. Our school implemented What I Need (WIN) Time for our ELA remediation this past school year. Our students received remediation from a certified teacher based on their needs. The groups were also fluid and changed, if necessary, based on students' needs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We would like to increase our overall attendance rate from 85% to 88% next school year.

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

1. If teachers incorporate higher-level questioning and discourse in academic instruction, then targeted students identified with a Federal Index below 41% will show an increase in proficiency in the areas of ELA and Math as measured by the 2019-20 FSA.
2. If teachers incorporate inquiry/problem solving focus into their science instruction, then our school will show an increase of proficiency of 4% (to 55%) on the SY2020 FCAT Science assessment.
3. If teachers and staff focus on building relationships with our students through student engagement, then our students' attendance rate will increase three percentage points to 88% for the 2019-20 school year.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instruction: Instructional Activities/Strategies
Rationale	Trends, FSA data, many inexperienced staff members, and on our needs assessment guide from last school year all indicate a need for our teachers to increase their use of higher order questioning and discourse in their instruction in order to meet all of our students' needs, especially those subgroups who are identified as below proficiency in ESSA.
State the measureable outcome the school plans to achieve	If teachers incorporate higher-level questioning and discourse in academic instruction, then targeted students identified with a Federal Index below 41% will show an increase in proficiency in the areas of ELA and Math as measured by the 2019-20 FSA.
Person responsible for monitoring outcome	Rob Hensel (robert.hensel@marion.k12.fl.us)
Evidence-based Strategy	Bloom's Taxonomy
Rationale for Evidence-based Strategy	Educators often use Bloom's Taxonomy to create learning outcomes that target not only subject matter but also the depth of learning they want students to achieve, and to then create assessments that accurately report on students' progress towards these outcomes (Anderson, L., & Krathwohl, D. A. (2001). <i>Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives</i> . New York: Longman).
Action Step	
Description	<ol style="list-style-type: none"> 1. Meet with staff for a basic, entry level of understanding of Bloom's work, how each level progresses, and how Bloom's Taxonomy has been revised by other researchers. We will begin to build the foundation of how higher-level questioning and discourse in the classroom leads to students' deeper understanding and connection to the subject matter. 2. Teachers given question stems to use in their lessons. They will begin practicing using them within their daily discourse with students. 3. Teachers will be asked to bring a higher-level question to each PLC. These will be incorporated into their weekly collaborative planning documents. 4. Teachers will work through a higher-level questioning activity where they will identify Bloom's stages within given activities. Then they will have to develop their own stages with an activity of their choosing. 5. Administration will monitor teachers use of higher order questioning and discourse via classroom observations, walk throughs, PLCs, and conversations.
Person Responsible	Rob Hensel (robert.hensel@marion.k12.fl.us)

#2	
Title	Process: Inquiry/Problem Solving Focus
Rationale	Trends, FCAT Science data, many inexperienced staff members, and on our needs assessment guide from last school year all indicate a need for our teachers to increase their use of inquiry/problem solving within their science instruction.
State the measurable outcome the school plans to achieve	If teachers incorporate inquiry/problem solving focus into their science instruction, then our school will show an increase of proficiency of 4% (to 55%) on the SY2020 FCAT Science assessment.
Person responsible for monitoring outcome	Sheri Salem (sheri.salem@marion.k12.fl.us)
Evidence-based Strategy	Inquiry/Problem Solving
Rationale for Evidence-based Strategy	"Guided inquiry-based learning has been proposed as a promising approach to science education. Students are encouraged to gather information, use this information to iteratively formulate and test hypotheses, draw conclusions, and report their findings. However, students may not automatically follow this prescribed sequence of steps in open-ended learning environments. Results indicate that students' quantity of information-gathering behaviors has a greater impact on content learning gains than adherence to a particular sequence of problem-solving steps. ...Information gathering prior to hypothesis generation is correlated with improved initial hypotheses and problem-solving efficiency." (Springer-Verlag Berlin Heidelberg Website accessed on July 31, 2019: https://link.springer.com/chapter/10.1007/978-3-642-30950-2_60)
Action Step	
Description	<ol style="list-style-type: none"> 1. Review the 5 E model with staff. 2. Review standards, STEM Scopes, and Science Dailies with staff. 3. Train staff on inquiry and problem solving process. 4. Science CAS will model inquiry and problem solving science lab for each grade level in the science lab. 5. Science CAS will monitor this process with staff through walk throughs, observations, PLCs, and conversations.
Person Responsible	Sheri Salem (sheri.salem@marion.k12.fl.us)

#3	
Title	Attendance
Rationale	Our student average daily attendance rate for SY2018-19 was 85%.
State the measureable outcome the school plans to achieve	If teachers and staff focus on building relationships with our students through student engagement, then our students' attendance rate will increase three percentage points to 88% for the 2019-20 school year. Staff will be trained on how to build relationships with families and students via Sanford Harmony. Staff will be given statistics and information as to how and why student and staff attendance impacts student achievement. The school will offer incentives (not purchased out of Title I funding) to students who have perfect attendance each month, quarter, and for the whole year. As the year progresses, habitually absent students will receive phone calls, PST meetings, and meetings/check-ins from assigned staff.
Person responsible for monitoring outcome	Rob Hensel (robert.hensel@marion.k12.fl.us)
Evidence-based Strategy	Sanford Harmony
Rationale for Evidence-based Strategy	Sanford Harmony is a program that develops children's social emotional learning. Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train staff on how to use and deliver the Sanford Harmony curriculum 2. Introduce and train students on how to use Sanford Harmony 3. Plan school attendance incentives for each quarter and the whole year 4. Hold PST meetings to develop plans to increase habitually absent students' attendance rates 5.
Person Responsible	Vera Light (vera.light@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school's mission, vision, and events are communicated to parents through a monthly newsletter, SAC Committee Meetings, Annual Title 1 Parent Meeting and Open House. Harbour View Elementary School involves parents through conferences both face to face and over the phone. Grade level and subject area parent events/training are provided throughout the school year. Based on feedback from parents, these events have been scheduled mainly in the afternoons. Classrooms have been opened to parent volunteers. Parents and family members have been encouraged to become approved volunteers so they will have an opportunity to become comfortable with and interact with the school setting on a first hand basis. Tutors for Kids, Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages have committed to tutoring and/or mentoring our students. The Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages have all committed to have a member on our SAC. The Sophisticated Gents and Hispanic Club of The Villages have committed to help with our two of our identified ESSA subgroups: African-American and ELL students. Village View Church gives our students supplies and hosts an after school club for them as well.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Harbour View Elementary will utilize the Sanford Harmony curriculum this school year via our social studies classes. Sanford Harmony is a research supported curriculum that uses practical strategies, stories, activities, and lessons to help teach relationship building, communication, and empathy and support our students' social-emotional needs.

3rd grade retained students will be in small mentor groups. These students will work on self esteem, motivation, attendance, behavior, and goal setting as well as any other topic that will help them be more successful. All students could receive the following services based on their needs:

- *Mentoring Program using Volunteers on campus for select students
- *Check in/check out for select students
- *Guidance Counselor - individualized or group counseling
- *Volunteers or mentors assigned to students
- *Utilization of Behavior Technician, Behavior Specialist, Student Services, Social Work Services, School Psychologist and other District staff as needed
- *MTSS process
- *Providing 504 plans, Individual Education Plans (IEP) and Behavior Intervention Plan (BIP) if needed
- *There will be a school-based School Resource Officer housed at HVES

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

MCPS provides an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these Pre-K programs. Harbour View Elementary School also participates in the Stagger Start program during the first three days of school for Kindergarten students.

Fifth grade students have an opportunity to participate in a Middle School Orientation by going to their zoned middle school or attending a presentation provided by Middle School personnel. Fifth grade ESE students participate in their articulation IEP meeting held at the end of the school year. Both Harbour View Elementary School personnel and Middle School personnel attend these IEP meetings.

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.

The school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and intervention adjusted based on student growth data. Members of the administration will perform monthly walkthroughs of intervention groups and maintain fidelity checklists. The leadership team will meet quarterly to discuss the process of interventions and see how they have impacted instruction at Tiers 1, 2 and 3.

Title I Part A:

At Harbour View Elementary we integrate with many grants and community agencies. Some of these include a community project entitled, "Stuff the Bus", where school supplies are donated for needy students. Our local churches also provide supplies for students in need including Thanksgiving and Christmas food baskets. We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. The "Backpack Program" has been funded through Childhood Development Services. We also collaborate with the College of Central Florida who works to provide two of our fifth graders scholarships to the college through a foundation. The Rotary Club of The Villages Evening has adopted our school to improve not only the students' lives through volunteers and donations, but also the lives of their parents and guardians. They are trying to help our families become more self-sufficient and employable, thus increasing their income and improving their home lives. Tutors for Kids provides volunteers for our students with one-on-one tutoring.

Title I Part D:

Through the Title IV grant, Harbour View participated in Red Ribbon Week and the anti-bullying program. Harbour View sponsors an "Anti-Bullying Program" through the district office.

Title III:

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

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

Guidance Counselors will design a Career Day for our 4th and 5th grade students. We will promote Soft Skills (that are identified by our local business community) during our morning show and classroom curriculum.

We have already reached out and partnered with Tutors for Kids, Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages, and they have committed to tutoring and/or mentoring our students. The Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages have all committed to have a member on our SAC. The Sophisticated Gents and Hispanic Club of The Villages have committed to help with our two of our identified ESSA subgroups: African-American and ELL students. Village View Church gives our students supplies and hosts an after school club for them as well.