

Harbour View Elementary School

8445 SE 147TH PL, Summerfield, FL 34491

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 100% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|----------------|--|
| K-12 General Education | No | 40% |

School Grades History

| Year Grade | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|------------|---------|---------|---------|---------|
| | C | C | C* | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Marion 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 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.

Marion - 0591 - Harbour View Elementary School - 2017-18 SIP

Harbour View Elementary School

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 5 |
| Differentiated Accountability | 7 |
| Current School Status | 8 |
| Supportive Environment | 8 |
| Family and Community Engagement | 10 |
| Effective Leadership | 11 |
| Public and Collaborative Teaching | 15 |
| Ambitious Instruction and Learning | 16 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 24 |
| Appendix 1: Implementation Timeline | 31 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 32 |
| Professional Development Opportunities | 32 |
| Technical Assistance Items | 33 |
| Appendix 3: Budget to Support Goals | 33 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Harbour View Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Dustin Sims | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

- *Guidance Office – registration, Cumulative folders, Skylert- Student Management System
- *Staff Meetings that include all stake holders
- *Parent/Teacher conferences
- *Student led conferences
- *Home/school communication
- *Relationship building between students, teachers, staff, parents, guardians
- *Keeping all stake holders informed on the students’ home and school backgrounds and history
- *ELL trainings
- *ELL staff working with teachers, staff, students and families

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

- *Staff on assigned duty stations in am/pm greeting students, dialoging and providing assistance when needed to students and parents
- *Students taking ownership of their choices and for their learning, setting goals, celebrating successes
- *Shout Outs– Monthly recognition for students who are exhibiting Character Trait of the month.
- *Academic, Reading Incentives and Recognitions
- *Promoting School Wide Expectations
- *Students are encouraged to meet with the Guidance Counselor, Dean or other staff if needed

c. 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.

- *School Wide Expectations
- *Harry Wong Training (Teaching procedures until they become routine)
- *Kagan Structures
- *District Code of Conduct
- *Behavior Management Discipline Team
- *Behavior Flow Chart for Teacher Managed and Office Managed Offenses schoolbased
- *Shout Outs to recognize students
- *Parent/Teacher/Staff Conferences
- *Awareness of students with issues and providing supports, interventions and incentives as needed
- *School/Class Rules and Expectations are posted
- *Individual Classroom Management Plans
- *Problem Solving with stakeholders to best meet students' needs
- *MTSS process if needed
- *Daily student pledge with a focus on the school wide expectations

d. 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.

- * 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 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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Data posted below is from the 16-17 school year . New data will be looked at on a monthly basis at our Synergy meetings.

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

1. 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 | 11 | 10 | 14 | 6 | 6 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| One or more suspensions | 6 | 5 | 7 | 9 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| Course failure in ELA or Math | 0 | 0 | 0 | 16 | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 2 | 2 | 5 | 7 | 7 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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

The leadership team identifies the students who exhibit two or more early warning indicators and assigns a mentor to them. The mentor monitors the student's attendance, behavior, and/or success in academic subjects. These students are discussed in weekly leadership team meetings. These students also participate in targeted intervention daily. Students are provided monthly incentives for attendance, behavior or academic success through "Shout Outs" (school recognition program where students are recognized and receive a token recognizing their efforts). In addition to these students, retainees in 3rd grade are assigned to a member of the leadership team who checks on them weekly, councils them and sets goals. Each week at the leadership meeting, students are discussed who meet these criteria.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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 in the evenings so that working parents may attend. A local business has agreed to host a parent/student math night to facilitate understanding of Florida State Math Standards for Kindergarten through 5th grade students. 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.

2. 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.

Harbour View Elementary has partnered with Village View Church. Village View Church provides in kind donations to help support the vision and mission of Harbour View Elementary. Communication with local businesses have resulted in donations of landscape materials to assist with the beautification of the campus. The local retirement community provides tutors for students through a program called "Tutors for Kids" who require additional academic and emotional assistance. Local business are invited to SAC meetings and school events. Local business have donated their facilities for school based fundraising with the end goal of increasing technology in the classrooms at Harbour View Elementary. Harbour View is actively seeking a business partner through the Public Education Foundation of Marion County.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------|---------------------|
| Light, Vera | Guidance Counselor |
| Guest, Heather | Principal |
| Dobbs, Sarah | Assistant Principal |
| Wheeler, Scott | Assistant Principal |
| Maldonado, Christina | Instructional Coach |
| Moore, Mindy | Guidance Counselor |
| Miller, Karly | Dean |
| Swinehart, Charolette | |

b. Duties

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

Heather Guest, Principal - Oversee, delegate, and make final team decisions

Scott Wheeler, Assistant Principal - Coordinate, collaborate with staff, and monitor progress of students, coordination of scheduling

Sarah Dobbs, Assistant Principal- Assists in the evaluation of teachers and non-instructional staff, Discipline, Behavior Plans, and mentoring new teachers

Vera Light, Guidance Counselor - Oversee guidance, attendance, ESE, and student individual needs

Mindy Moore, Guidance Counselor- Oversee guidance, attendance, ESE, and student individual needs

Karly Miller, Dean - Discipline, Behavior Plans, and mentoring

Christina Maldonado, Content Area Specialist for Math - diagnose student needs, work with adults and students, modeling lessons diagnose student needs and provide professional development, work with standards based instruction, modeling Science lessons, work with small groups of students as needed

Charlotte Swinehart, Content Area Specialist for Reading - diagnose student needs, work with adults and students, modeling lessons

Bettye Florio, ESE Specialist- LEA for all IEP meetings, scheduling, providing behavior support in classrooms, Crisis Team coaching, MTSS support in Tier 3

2. 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. The leadership team will also meet with individual teachers, three times a year, to monitor the progress of student learning and determine the best placement in interventions.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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.

Title I Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Currently, Harbour View does not have migrant students. However, in the event, a migrant student enrolls; we will contact the Marion County Migrant Liaison.

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 II:

The district provided training opportunities for our teachers through Title II funds.

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.

Title X Homeless:

Title X- Homeless

Harbour View works closely with our Homeless Liaison to meet the needs of our homeless students. Each school receives money through the homeless liaison to assist with families in need. We will continue to provide supplies, clothing, and money for students to attend field trips.

We also integrate with many grants and community agencies. Some of these such as "Stuff the Bus", where school supplies are donated for needy students. Our local churches also provided need supplies for students in need.

Supplemental Academic Instruction:

We do not have SAI - Supplemental Academic Instruction through the district. We do provide Before and After School Academic Instruction for our students.

Violence Prevention Programs:

Continuation of our anti-bullying program and participation in Red Ribbon Week. Harbour View sponsors an "Anti-Bullying Program" through the district. Our Dean participates in annual district trainings for an anti-bullying.

Nutrition Programs:

We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. This program has been funded through Childhood Development Services locally. All of our students receive free breakfast and we are 80% free or reduced lunch.

Adult Education:

Parents are notified of the local GED program offered at the middle school down the street from Harbour View.

Career and Technical Education:

Career Education is dealt with on an individual grade level basis by discussing careers and bringing in resource people.

Other:

For the past several years Harbour View has been a part of the S.T.E.P.S. Program sponsored by College of Central Florida. This program enables two fifth grade low income students to qualify for a full scholarship to the community college for meeting the required criteria.

Finally, Harbour View takes advantage of the Marion County Health Department through the use of their nurses to train staff to assist with students with specific medical needs.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Kerry Erickson | Parent |
| Heather Guest | Principal |
| Dawn Langley | Parent |
| Scott Wheeler | Education Support Employee |
| Angel Smith | Parent |
| Tim Lasigner | Business/Community |
| Kristen Fishback | Education Support Employee |
| Sarah Dobbs | Education Support Employee |
| Karly Miller | Education Support Employee |
| Maldonado, Christina | Teacher |
| Kristen Fishback | Education Support Employee |
| Joella Hojenski | Teacher |
| Dave Herndon | Parent |
| | Student |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC will review a section of the school improvement plan at each meeting. The school's Parent compact as well as the data from the school will be reviewed at our October SAC meeting.

b. Development of this school improvement plan

SAC takes a section of the CIM at each meeting and reviews the plan and makes corrections or additions to the plan. In the Spring, SAC reviews the draft document and in the Fall, SAC reviews and approves the final document.

c. Preparation of the school's annual budget and plan

SAC will discuss all orders placed through Title 1 budget.

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

We use the carry over funds for substitutes to cover teacher classrooms during staff development and collaboration times on campus.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------------|---------------------|
| Guest, Heather | Principal |
| Mengarelli, Leah | Teacher, K-12 |
| Welhaven, Sheila | Teacher, K-12 |
| Stump, Daniel | Teacher, K-12 |
| Maldonado, Christina | Instructional Coach |
| Wheeler, Scott | Assistant Principal |
| Dobbs, Sarah | Assistant Principal |
| Swinehart, Charolette | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The main initiative will be to support professional development through the implementation of ELA and math by select reading strategies ("play of the month"), Daily 5 training, Kagan strategies and support through our instructional coaches. We will continue to work on Differentiated Instruction and student engagement throughout the school year. Our Administrative team attended a "Daily 5" workshop this past summer so that they could learn more about the strategies and offer meaningful follow up coaching to the individuals needing support.

We will use the districts model of the "Six Traits Writing" model to guide our school through the writing process. Each month, our school will have a monthly prompt and each teacher will choose one student to represent their class in the front office and on the morning announcements for the "Principal's Writing Club".

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Collaboration days are scheduled once a month with administration and instructional coaches to work on curriculum and instruction while encouraging them to build positive relationships. In addition, the administrative team is assigned a grade level as a point of contact for those opportunities when administrative staff needs to be part of the decision making process.

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

The Principal and Assistant Principal have established a teacher mentor program for all new teachers to Harbour View Elementary School. The Assistant Principal, Coordinator, Dean

and Academic Coaches provide mentoring, academic and management assistance to veteran teachers in need of support. The district provides an electronic application process and a new teacher orientation that ensures state certified teachers are recruited.

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

All new teachers are paired up with a same grade level experienced teacher responsible for mentoring the new teacher on curriculum, classroom management, and school procedures. Depending on the need of the new teacher, they may also be paired up with an Instructional Academic Coach to provide additional curriculum support, professional development and modeling. New teachers are also provided support by the administration, academic coaches, and lead teachers on matters relevant to their needs such as how to use the electronic grade book, Unify, SMART Technology, iReady, ixl, Achieve 3000, planning lessons, working with the Program Specialist for new teachers, use of Skyward, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school uses our district curriculum maps and calendars for core instruction that are aligned to the Florida Standards. Imbedded in the maps are the suggested materials to use in the core instruction including the use of CPALMS. Acaletics for math will be used to preview and review "Spiral review" different math levels that will be seen on the FSA test for our 3rd-5th grade students.

b. Instructional Strategies

1. 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.

Our school will be trained by the FLDOE on Common Boards in June, 2017. We will have them back again in the fall and throughout the school year. The Academic Coach, along with support from the Reading and Math Specialist will ensure that teachers can Unwrap standards with their students. Each month, the administrative team works with the teachers to go over their data from district assessments. Collaborative planning is scheduled each month to discuss this data and make sure that materials and programs provided are meeting the students instructional levels. For the 16-17 school year, additional collaboration was built in monthly using Title II grant funding through the district. We are hopeful that the funding for this will be provided in 17-18.

2. 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: After School Program

Minutes added to school year: 1,440

Teachers are part of the decision making process to identify students who are working below grade level and may need additional help with FSA standards. Students stay after school to work in a variety of programs offered such as IReady, ixl, Achieve (KidBiz)3000 and small group instruction to remediate and enrich with these academic areas.

Strategy Rationale

Research supports using data to determine areas of academic deficiency to deliver targeted intervention using research based programs and instructional delivery methods.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maldonado, Christina, chrisitna.maldonado@marion.k12.fl.us

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

iReady, District Assessments and Go Math Unit Assessments will be used to monitor the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 720

STEAM TEAM- Work with students at all levels to provide STEAM activities

Strategy Rationale

Research supports students who are engaged in Science, Technology, Engineering, Arts and Math are more engaged in classroom activities

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maldonado, Christina, chrisitna.maldonado@marion.k12.fl.us

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

FSA Science scores will increase for 17-18 school year.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 two days of school for Kindergarten students.

In May 2017, 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.

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

iii.

The Florida Standards support the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

Computer lab is scheduled throughout the year on a regular basis. STEAM TEAM activities will be provided for some students in second-fifth grade after school.

Enrichment activities provided for students to learn how to complete a project (script writing, movie making, etc).

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

The Florida Standards support the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

4. 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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If teachers build relationships with their students and parents, then student achievement and attendance will increase.
- G2.** If students attend school regularly, then the number of proficient students in ELA and Math will increase.
- G3.** If all students are held to higher expectations for instruction in reading and math and their lessons are differentiated, then the number of students proficient and making learning gains will increase.

Strategic Goals Detail

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

G1. If teachers build relationships with their students and parents, then student achievement and attendance will increase. 1a

G095903

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| FSA ELA Achievement - Grade 3 | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Many Harbour View families have difficulty attending events during the school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Engagement events, Title 1 Parent Resource Van, HIPPY

Plan to Monitor Progress Toward G1. 8

Parent surveys and log ins will be collected at each parent event.

Person Responsible

Christina Maldonado

Schedule

Quarterly, from 8/9/2017 to 5/31/2018

Evidence of Completion

An increase in parent involvement will be shown through surveys and sign in logs.

G2. If students attend school regularly, then the number of proficient students in ELA and Math will increase. 1a

G095904

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | |

Targeted Barriers to Achieving the Goal 3

- Parents and students are not aware of impact attendance has on learning. (More evident in K-2)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Liasion
- Guidance Counselors
- Leadership Team
- Marion County Student Code of Conduct

Plan to Monitor Progress Toward G2. 8

The number of students who are proficient and making learning gains in ELA and Math will increase.

Person Responsible

Heather Guest

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Monthly reports in Performance Matters for Learning checks.

G3. If all students are held to higher expectations for instruction in reading and math and their lessons are differentiated, then the number of students proficient and making learning gains will increase. 1a

G095905

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| AMO Reading - All Students | 81.0 |
| ELA/Reading Gains | 70.0 |
| FSA Mathematics Achievement | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of Rigor in the core instruction (including remediation and enrichment)
- Teachers are still learning the new FSA standards and what is being asked of their students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Content Area Specialists
- Professional Development
- DA Team
- CPALMS
- Wonders
- Achieve 3000
- IXL Math
- Technology programs
- Intervention programs
- After school tutoring for select students
- Common Boards

Plan to Monitor Progress Toward G3. 8

End of Course Exams or FSA tests, Results of district based assessments found in Unify

Person Responsible

Scott Wheeler

Schedule

Annually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Unify reports, End of course data from Performance Matters

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. If teachers build relationships with their students and parents, then student achievement and attendance will increase. **1**

 G095903

G1.B1 Many Harbour View families have difficulty attending events during the school day. **2**

 B258111

G1.B1.S1 Finding parent and student engagement activities that include all stakeholders. (Student Led conferences, STEM Parent Night, HIPY and Title 1 Van parent Resources). **4**

 S273235

Strategy Rationale

Hosting events at a variety of times will give parents additional opportunities to be more engaged in their child's education.

Action Step 1 **5**

Student Led Conferences

Person Responsible

Sarah Dobbs

Schedule

On 1/31/2018

Evidence of Completion

Parent invites and time log of when parents will participate.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

All students will create data notebooks that will be shared during Student Led Conferences.

Person Responsible

Sarah Dobbs

Schedule

On 8/31/2017

Evidence of Completion

Parent logs from Student led conference event in late January; sample binders from students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data notebooks will be checked throughout the year so that they will be ready for St. Led Conferences.

Person Responsible

Sarah Dobbs

Schedule

Quarterly, from 10/20/2017 to 1/31/2018

Evidence of Completion

Student generated goals based on data.

G2. If students attend school regularly, then the number of proficient students in ELA and Math will increase. 1

G095904

G2.B1 Parents and students are not aware of impact attendance has on learning. (More evident in K-2) 2

B258112

G2.B1.S1 Leadership team will be assigned to students who have attendance concerns. 4

S273236

Strategy Rationale

Assigning a leadership team member to individual students allows students to be held accountable for their attendance and to feel supported.

Action Step 1 5

Leadership team will be assigned to meet with students on the watch list.

Person Responsible

Vera Light

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Early Warning System Reports from Unify

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Checklist for administrator to show fidelity

Person Responsible

Scott Wheeler

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Quarterly Synergy Meetings will show fewer students with attendance concerns.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Weekly attendance reports from Skyward

Person Responsible

Vera Light

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly reports generated by guidance will be discussed at weekly leadership meeting. Targeted students will be mentored by one of the Leadership team members. Students identified will attend school on a more frequent basis.

G2.B1.S2 Parents will be informed on attendance and the impact it has on learning at our Annual Title 1 event and Curriculum Nights. 4

 S273237

Strategy Rationale

Providing parents with information on the impact of attendance as it relates to their child's academic success will encourage families to bring their children to school on a regular basis.

Action Step 1 5

Conduct Annual Title 1 meeting and Curriculum Nights

Person Responsible

Christina Maldonado

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Create presentation for parents

Person Responsible

Christina Maldonado

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership meetings to discuss content of presentations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Parent surveys will be distributed at Curriculum Night

Person Responsible

Christina Maldonado

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent feedback

G3. If all students are held to higher expectations for instruction in reading and math and their lessons are differentiated, then the number of students proficient and making learning gains will increase. 1

G095905

G3.B1 Lack of Rigor in the core instruction (including remediation and enrichment) 2

B258113

G3.B1.S1 Core instruction, intervention and enrichment will be rigorous and delivered with fidelity. 4

S273238

Strategy Rationale

Teacher professional development will be built on rigorous instruction that is differentiated in order to meet the students individual needs.

Action Step 1 5

Professional Development for teachers on core instruction, intervention and enrichment programs.

Person Responsible

Christina Maldonado

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PD rosters

Action Step 2 5

Professional Development for teachers on differentiated instruction/Collaboration

Person Responsible

Charolette Swinehart

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Sign in rosters from PD

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will review PD surveys with administrative team

Person Responsible

Heather Guest

Schedule

Quarterly, from 12/15/2017 to 5/31/2018

Evidence of Completion

PD survey results

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data folders from intervention groups and student data on unit assessments will be monitored.

Person Responsible

Christina Maldonado

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data folders and data from District Assessments will show student growth.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------------|-------------------------------|---|------------------------|
| 2018 | | | | | |
| G1.B1.S1.MA1 M393224 | All students will create data notebooks that will be shared during Student Led Conferences. | Dobbs, Sarah | 8/14/2017 | Parent logs from Student led conference event in late January; sample binders from students. | 8/31/2017 one-time |
| G1.B1.S1.MA1 M393223 | Data notebooks will be checked throughout the year so that they will be ready for St. Led... | Dobbs, Sarah | 10/20/2017 | Student generated goals based on data. | 1/31/2018 quarterly |
| G1.B1.S1.A1 A366770 | Student Led Conferences | Dobbs, Sarah | 8/30/2017 | Parent invites and time log of when parents will participate. | 1/31/2018 one-time |
| G2.B1.S1.MA1 M393226 | Weekly attendance reports from Skyward | Light, Vera | 8/10/2017 | Weekly reports generated by guidance will be discussed at weekly leadership meeting. Targeted students will be mentored by one of the Leadership team members. Students identified will attend school on a more frequent basis. | 5/25/2018 weekly |
| G2.B1.S1.MA1 M393227 | Checklist for administrator to show fidelity | Wheeler, Scott | 8/10/2017 | Quarterly Synergy Meetings will show fewer students with attendance concerns. | 5/25/2018 biweekly |
| G2.B1.S1.A1 A366771 | Leadership team will be assigned to meet with students on the watch list. | Light, Vera | 8/10/2017 | Early Warning System Reports from Unify | 5/25/2018 biweekly |
| G2.B1.S2.MA1 M393228 | Parent surveys will be distributed at Curriculum Night | Maldonado, Christina | 8/10/2017 | Parent feedback | 5/25/2018 semiannually |
| G2.B1.S2.MA1 M393229 | Create presentation for parents | Maldonado, Christina | 8/10/2017 | Leadership meetings to discuss content of presentations | 5/25/2018 semiannually |
| G2.B1.S2.A1 A366772 | Conduct Annual Title 1 meeting and Curriculum Nights | Maldonado, Christina | 8/10/2017 | Parent sign in sheets | 5/25/2018 semiannually |
| G1.MA1 M393225 | Parent surveys and log ins will be collected at each parent event. | Maldonado, Christina | 8/9/2017 | An increase in parent involvement will be shown through surveys and sign in logs. | 5/31/2018 quarterly |
| G2.MA1 M393230 | The number of students who are proficient and making learning gains in ELA and Math will increase. | Guest, Heather | 9/1/2017 | Monthly reports in Performance Matters for Learning checks. | 5/31/2018 monthly |
| G3.MA1 M393233 | End of Course Exams or FSA tests, Results of district based assessments found in Unify | Wheeler, Scott | 9/1/2017 | Unify reports, End of course data from Performance Matters | 5/31/2018 annually |
| G3.B1.S1.MA1 M393231 | Data folders from intervention groups and student data on unit assessments will be monitored. | Maldonado, Christina | 9/1/2017 | Data folders and data from District Assessments will show student growth. | 5/31/2018 monthly |
| G3.B1.S1.MA1 M393232 | Administration will review PD surveys with administrative team | Guest, Heather | 12/15/2017 | PD survey results | 5/31/2018 quarterly |
| G3.B1.S1.A1 A366773 | Professional Development for teachers on core instruction, intervention and enrichment programs. | Maldonado, Christina | 9/1/2017 | PD rosters | 5/31/2018 monthly |
| G3.B1.S1.A2 A366774 | Professional Development for teachers on differentiated instruction/Collaboration | Swinehart, Charolette | 9/1/2017 | Sign in rosters from PD | 5/31/2018 quarterly |

V. Professional Development Opportunities

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

G3. If all students are held to higher expectations for instruction in reading and math and their lessons are differentiated, then the number of students proficient and making learning gains will increase.

G3.B1 Lack of Rigor in the core instruction (including remediation and enrichment)

G3.B1.S1 Core instruction, intervention and enrichment will be rigorous and delivered with fidelity.

PD Opportunity 1

Professional Development for teachers on core instruction, intervention and enrichment programs.

Facilitator

School based Leadership/CAS Coaches

Participants

instructional personnel

Schedule

Monthly, from 9/1/2017 to 5/31/2018

PD Opportunity 2

Professional Development for teachers on differentiated instruction/Collaboration

Facilitator

School based administration, CAS Coaches

Participants

instructional personnel

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| 1 | G1.B1.S1.A1 | Student Led Conferences | | | | \$3,203.00 |
|---|-------------|---|---|-----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5000 | 140-Substitute Teachers | 0591 - Harbour View Elementary School | Title, I Part A | | \$1,400.00 |
| | | | <i>Notes: Substitutes for Student Led Conference training- 2 hours per teacher</i> | | | |
| | 6150 | 510-Supplies | 0591 - Harbour View Elementary School | Title, I Part A | | \$500.00 |
| | | | <i>Notes: Refreshments for parent night</i> | | | |
| | 5100 | 590-Other Materials and Supplies | 0591 - Harbour View Elementary School | Title, I Part A | | \$1,303.00 |
| | | | <i>Notes: St. led conference notebooks and materials</i> | | | |
| 2 | G2.B1.S1.A1 | Leadership team will be assigned to meet with students on the watch list. | | | | \$5,010.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 390-Other Purchased Services | 0591 - Harbour View Elementary School | Title, I Part A | | \$900.00 |
| | | | <i>Notes: Handbook</i> | | | |
| | 6150 | 370-Communications | 0591 - Harbour View Elementary School | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: postage</i> | | | |
| | 6300 | 110-Administrators | 0591 - Harbour View Elementary School | Title, I Part A | | \$3,110.00 |
| | | | <i>Notes: Leadership planning to Identify students and target areas for improvement</i> | | | |
| 3 | G2.B1.S2.A1 | Conduct Annual Title 1 meeting and Curriculum Nights | | | | \$10,201.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 120-Classroom Teachers | 0591 - Harbour View Elementary School | Title, I Part A | | \$541.00 |
| | | | <i>Notes: Presenters for parent night and babysitting</i> | | | |
| | 6150 | 120-Classroom Teachers | 0591 - Harbour View Elementary School | Title, I Part A | | \$9,160.00 |
| | | | <i>Notes: Parent Involvement Teacher and paraprofessional</i> | | | |
| | 6150 | 510-Supplies | 0591 - Harbour View Elementary School | Title, I Part A | | \$500.00 |

Marion - 0591 - Harbour View Elementary School - 2017-18 SIP
Harbour View Elementary School

| | | | | | | |
|----------|--------------------|---|---------------------------------------|---|---------------|---------------------|
| | | | | <i>Notes: Refreshments for parent night</i> | | |
| 4 | G3.B1.S1.A1 | Professional Development for teachers on core instruction, intervention and enrichment programs. | | | | \$255,718.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0591 - Harbour View Elementary School | Title I, Part A | | \$1,000.00 |
| | | | | <i>Notes: Notes: Tutoring resources</i> | | |
| | 5100 | 360-Rentals | 0591 - Harbour View Elementary School | Title I, Part A | | \$45,364.00 |
| | | | | <i>Notes: Notes: Technology to support instruction</i> | | |
| | 5900 | 160-Other Support Personnel | 0591 - Harbour View Elementary School | Title, I Part A | | \$55,321.00 |
| | | | | <i>Notes: CAS READING AND MATH</i> | | |
| | 5100 | 100-Salaries | 0591 - Harbour View Elementary School | Title, I Part A | 6.0 | \$154,033.00 |
| 5 | G3.B1.S1.A2 | Professional Development for teachers on differentiated instruction/Collaboration | | | | \$326,398.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 140-Substitute Teachers | 0591 - Harbour View Elementary School | Title I, Part A | | \$0.00 |
| | | | | <i>Notes: Substitutes for teachers to attend training</i> | | |
| | 6400 | 110-Administrators | 0591 - Harbour View Elementary School | Title I, Part A | | \$82,934.00 |
| | | | | <i>Notes: CAS Math and Reading Coaches</i> | | |
| | 5100 | 120-Classroom Teachers | 0591 - Harbour View Elementary School | Title I, Part A | | \$27,700.00 |
| | | | | <i>Notes: Notes: Instructional subs for collaboration/after school planning</i> | | |
| | 5100 | 360-Rentals | 0591 - Harbour View Elementary School | Title I, Part A | | \$45,464.00 |
| | | | | <i>Notes: Notes: Software programs to support differentiation</i> | | |
| | 5100 | 510-Supplies | 0591 - Harbour View Elementary School | Title I, Part A | | \$7,800.00 |
| | | | | <i>Notes: Notes: Project based learning/Printer cartridge for instructional use</i> | | |
| | 5100 | 150-Aides | 0591 - Harbour View Elementary School | Title, I Part A | | \$162,500.00 |
| | | | | <i>Notes: Kindergarten Paraprofessional</i> | | |
| | | | | | Total: | \$600,530.00 |