

2013-2014 SCHOOL IMPROVEMENT PLAN

Harbour View Elementary School
8445 SE 147TH PL
Summerfield, FL 34491
352-671-6110

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 52% |
| Alternative/ESE Center No | Charter School No | Minority Rate 34% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 C | 2012-13 B | 2011-12 A | 2010-11 A |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Harbour View Elementary School

Principal

Marlene Bjork

School Advisory Council chair

Cynthia Brodie

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-----------------|------------------------|
| Marlene Bjork | Principal |
| Cynthia Brodie | Assistant Principal |
| Diane Guilfoil | Dean of Students |
| Yvonne Evans | Guidance Counselor |
| Teresa Viles | Reading Coach |
| Lisa Dreher | Academic Coach |
| Randolph Hauck | Academic Coach |
| Jim Husted | Psychological Services |
| Debbie Phillips | Social Worker |

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Cynthia Brodie - Assistant Principal; Jamie Gonazlez - Teacher; Kacey Lee - Teacher; Claudette Appleby - Teacher; Kidiji Linzy - Teacher; Lisa Arsenijevith - Parent; John Fitzgerald - Parent; Charlene Ingram - Parent; Joanne Spornhauer - Parent; Cori Williams - Parent; Craig Eason - Business Partner; Sheri Smith - Parent. We have seven parents and five staff members on our SAC this year.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC meets at least four times throughout the school year and works on the School Improvement Plan. SAC also address school concerns and gains input from the parents.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Marlene Bjork

Principal

Years as Administrator: 20

Years at Current School: 9

Credentials

M.A. Educational Leadership - George Mason University, Fairfax, VA - 1979

B.A. - Elementary Ed., University of South Florida, 1972

A.A. - Music Education, Brevard Jr. College, Cocoa, FL, 1970

Performance Record

Principal at Madison Street:

2001-02 "A" School AYP Criteria met; Learning gains in Reading 76%, Math 93%; Learning gains with lowest 25% in Reading 76%

Principal at Sunrise Elementary School:

2002-03 "B" School AYP Criteria not met; Learning gains in Reading 68%, Math 78%; Learning gains with lowest 25% in Reading 58%; 2003-04 "A" School AYP Criteria met; Learning gains in Reading 75%, Math 71%; Learning gains with lowest 25% in Reading 70%;

Principal, Harbour View Elementary 2004-2011:

2004-05 "A" School 100% AYP Criteria met; Learning gains in Reading 76%, Math 67; Learning gains with lowest 25% in reading 71%

2005-06 "A" School 92% AYP Criteria met; Learning gains in Reading 63%, Math 77; Learning gains with lowest 25% in reading 56%

2006-07 "A" School 97% AYP Criteria – AYP not met; Learning gains in Reading 72%, Math 66; Learning gains with lowest 25% in reading 69%, Math 66%

2007-08 "A" School 100% AYP Criteria met; Learning gains in Reading 74%, Math 83; Learning gains with lowest 25% in reading 71%, Math 89%

2008-09 "A" School 100% AYP Criteria met; Learning gains in Reading 73%, Math 74; Learning gains with lowest 25% in reading 67%, Math 76%

2009-2010 "A" School 95% AYP Criteria – AYP not met; Learning gains in Reading 67%, Math 68; Learning gains with lowest 25% in reading 54%, Math 68%

2010-2011 "A" School 82% AYP Criteria – AYP not met; Learning gains in Reading 69%, Math 59; Learning gains with lowest 25% in reading 61%, Math 57%

2011-2012 "A" School 58% Proficient Reading, 66% Proficient Math; Learning gains with lowest 25% in reading 78%, Math 77%

2012-2013 "B" School 57% Proficient Reading, 69% Proficient Math; Learning gains with lowest 25% in reading 66%, Math 62%

Cynthia Brodie

Asst Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

M.A. Educational Leadership - St. Leo University, Ocala, FL 2005
 BA - Elementary Ed., St. Leo University, Ocala, FL 2002
 A. A. - Central Florida Community College, Ocala, FL 1999

Performance Record

Harbour View Elementary School:
 2003-04 "A" School 100% AYP Criteria met: Learning gains in Reading 77%, Math 85%; Learning gains with lowest 25% making gains Reading 65%
 2004-05 "A" School 100% AYP Criteria met; Learning gains in Reading 76%, Math 67; Learning gains with lowest 25% in reading 71%
 2005-06 "A" School 92% AYP Criteria met; Learning gains in Reading 63%, Math 77; Learning gains with lowest 25% in reading 56%
 2006-07 "A" School 97% AYP Criteria – AYP not met; Learning gains in Reading 72%, Math 66; Learning gains with lowest 25% in reading 69%, Math 66%
 2007-08 "A" School 100% AYP Criteria met; Learning gains in Reading 74%, Math 83; Learning gains with lowest 25% in reading 71%, Math 89%
 2008-09 "A" School 100% AYP Criteria met; Learning gains in Reading 73%, Math 74; Learning gains with lowest 25% in reading 67%, Math 76%
 2009-2010 "A" School 95% AYP Criteria – AYP not met; Learning gains in Reading 67%, Math 68; Learning gains with lowest 25% in reading 54%, Math 68%
 2010-2011 "A" School 82% AYP Criteria – AYP not met; Learning gains in Reading 69%, Math 59; Learning gains with lowest 25% in reading 61%, Math 57%
 2011-2012 "A" School 58% Proficient Reading, 66% Proficient Math; Learning gains with lowest 25% in reading 78%, Math 77%
 2012-2013 "B" School 57% Proficient Reading, 69% Proficient Math; Learning gains with lowest 25% in reading 66%, Math 62%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Lisa Dreher | | |
|---------------------------|--|----------------------------|
| Full-time / School-based | Years as Coach: 4 | Years at Current School: 5 |
| Areas | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other | |
| Credentials | MA Elementary Education, BS Elementary Education, Ed.S. Educational Leadership | |
| Performance Record | <p>Harbour View Elementary School 2009-2010 "A" School 95% AYP Criteria – AYP not met; Learning gains in Reading 67%, Math 68; Learning gains with lowest 25% in reading 54%, Math 68%</p> <p>2010-2011 "A" School 82% AYP Criteria – AYP not met; Learning gains in Reading 69%, Math 59; Learning gains with lowest 25% in reading 61%, Math 57%</p> <p>2011-2012 "A" School 58% Proficient Reading, 66% Proficient Math; Learning gains with lowest 25% in reading 78%, Math 77%</p> <p>2012-2013 "B" School 57% Proficient Reading, 69% Proficient Math; Learning gains with lowest 25% in reading 66%, Math 62%</p> | |

| Teresa Viles | | |
|---------------------------|--|----------------------------|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 0 |
| Areas | Reading/Literacy | |
| Credentials | MA Educational Leadership, BS Educational Studies K-12 | |
| Performance Record | NA | |

| Randolph Hauck | | |
|---------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 0 |
| Areas | Mathematics, Science | |
| Credentials | BA Middle Grades English, Reading, and ESOL certification | |
| Performance Record | NA | |

Classroom Teachers

| | |
|---|----------|
| # of classroom teachers | 45 |
| # receiving effective rating or higher | 45, 100% |
| # Highly Qualified Teachers | 96% |
| # certified in-field | 44, 98% |

ESOL endorsed

35, 78%

reading endorsed

9, 20%

with advanced degrees

19, 42%

National Board Certified

3, 7%

first-year teachers

0, 0%

with 1-5 years of experience

9, 20%

with 6-14 years of experience

20, 44%

with 15 or more years of experience

16, 36%

Education Paraprofessionals

of paraprofessionals

20

Highly Qualified

20, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We have a teacher mentor program for all new teachers to Harbour View Elementary School and the Assistant Principal is responsible for this. There is a teacher mentor program for veteran teachers who are in need of curriculum and classroom management assistance and the Principal is responsible for this. The district provides an electronic application process and a new teacher orientation that ensures highly qualified and in-field certified teachers are recruited.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers are paired up with an experienced teacher at the grade level they are teaching in so they can have access to a mentor with experience and curriculum that they are using with their students. Depending on the need of the teacher, one might be paired up with an Instructional Academic Coach based on subject area that needs reinforcement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Marlene Bjork, Principal - Oversee, delegate, and make final team decisions

Cynthia Brodie, Assistant Principal - Coordinate, collaborate with staff, and monitor progress

Yvonne Evans, Guidance Counselor - Oversee guidance, attendance, ESE, and student individual needs

Diane Guilfoil, Dean - Discipline, Behavior Plans, and mentoring

Teresa Viles Reading Coach - diagnose student needs and provide professional development

Lisa Dreher, Academic Coach - diagnose student needs and work with students

Randolph Hauck, Academic Coach - diagnose student needs and work with students

Classroom Teacher - Analyze student needs, implement plan, collaborate, and assess

Jim Husted, Psychological Services - MTSS Coach, collaborate, and test students

Debbie Phillips, Social Worker - assist with attendance and work with guidance on home and school needs of students

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Marion County will continue to provide professional development to school leadership and to support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunity for ongoing professional development as well as small group/breakout sessions specific to MTSS.

School level professional development is delivered during pre-school, early release, and breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop ongoing progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategies, and implementation of Common Core.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, social economics, ELL, ESE teacher and course. This data includes state assessments {FAIR, FCAT, AIMSweb} as well as local assessments {Focus Calendar Assessments, Benchmark assessments, quarterly writing assessments, Demand Writing, Document Based Questions, etc.} Performance Matters also allows for teacher comparisons by student, standard and demographics. School and district are able to compare data as well as similar schools across the state.

Discipline data is housed in the Student Management System {SMS} and can be disaggregated using internal software [Custom Reports].

Tiered data can be found in Performance Matters where intervention Tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for capitalized reading intervention at the secondary level in SMS. Teachers also keep data notebooks with individualized student’s information relative to the progress within the relative tier of intervention.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS support occurs at the district and the school levels. The district provides support by allocating resources based on need. The district will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.

Support at the school level includes ongoing professional development and recognition of success. Resources will be allocated based on need of both teacher and student.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 1,800

Harbour View Elementary School uses the Learning Together Peer Tutoring Program for Grades 2-5. This is a research based program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

We use FCAT data and for the school year 2013-2014 we will use AIMSweb assessment data.

Who is responsible for monitoring implementation of this strategy?

The Academic Coaches are responsible for implementing the program and monitoring the student data for this program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|-------------------|---------------------|
| Marlene Bjork | Principal |
| Cynthia Brodie | Assistant Principal |
| Diane Guilfoil | Dean of Students |
| Yvonne Evans | Guidance Counselor |
| Lisa Dreher | Academic Coach |
| Teresa Viles | Reading Coach |
| Randolph Hauck | Academic Coach |
| Sheila Welhaven | KG Grade Chair |
| Melinda Boatright | First Grade Chair |
| Clara Davis | Second Grade Chair |
| Jennifer Bennett | Third Grade Chair |
| Daniel Stump | Fourth Grade Chair |
| Susan Kindt | Fifth Grade Chair |

How the school-based LLT functions

The LLT functions to review current school data related to reading and provide follow up to all grade levels regarding changes in strategies and achievement. Teacher leaders bring grade level concerns regarding testing and reading achievement to the team, the Reading Coach reports AIMSweb trends and the administration reports school district Benchmark trends in reading. Information is used to plan instruction. In 2013-2014 training will be brought in to better prepare for the Common Core of standards and the new item specifications.

Major initiatives of the LLT

The main initiative will be to continue Learning Focused strategies in the areas of vocabulary and scaffolding. Training has been provided in those areas. We will also continue to review Acquisition Lessons and Higher Order Thinking Skills. We have added Extended Thinking and Differentiated Instruction as new goals this year.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 our Pre-K programs. Harbour View Elementary School also participates in the Stagger Start program during the first three days of school for Kindergarten students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 68% | 57% | No | 71% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 51% | 34% | No | 56% |
| Hispanic | 71% | 65% | No | 74% |
| White | 71% | 59% | No | 74% |
| English language learners | 54% | 61% | Yes | 59% |
| Students with disabilities | 42% | 19% | No | 48% |
| Economically disadvantaged | 65% | 52% | No | 69% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 85 | 57% | 59% |
| Students scoring at or above Achievement Level 4 | 94 | 29% | 31% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|--|---------------|
| Students scoring at Levels 4, 5, and 6 | | <i>[data excluded for privacy reasons]</i> | 0% |
| Students scoring at or above Level 7 | | <i>[data excluded for privacy reasons]</i> | 22% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 212 | 66% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 212 | 66% | 68% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 26 | 43% | 45% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 17 | 28% | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 19 | 30% | 32% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 70 | 64% | 66% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 100% |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 70% | 69% | No | 73% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 62% | Yes | 49% |
| Hispanic | 78% | 83% | Yes | 80% |
| White | 72% | 68% | No | 75% |
| English language learners | 54% | 79% | Yes | 59% |
| Students with disabilities | 44% | 31% | No | 50% |
| Economically disadvantaged | 67% | 65% | No | 70% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 120 | 69% | 71% |
| Students scoring at or above Achievement Level 4 | 90 | 28% | 30% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 22% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 224 | 70% | 72% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 12 | 62% | 64% |

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 31 | 60% | 62% |
| Students scoring at or above Achievement Level 4 | 19 | 21% | 23% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 2 | | 4 |
| Participation in STEM-related experiences provided for students | 723 | 100% | 100% |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 83 | 11% | 9% |
| Students retained, pursuant to s. 1008.25, F.S. | 14 | 2% | 1% |
| Students who are not proficient in reading by third grade | 50 | 45% | 42% |
| Students who receive two or more behavior referrals | 60 | 8% | 6% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 41 | 6% | 4% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Harbour View Elementary School attempts to involve parents in multiple ways through not only parent conferences but through parent events. We schedule these parent events in the morning before school, during the school day, as well as evening. We plan events that are on campus and off campus at local businesses. We target certain grade levels or subject content areas based on the needs.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------|---------------|---------------|---------------|
| Muffins with Mom 1st Grade | 31 | 29% | 31% |
| Publix Math Night Grades 3-5 | 50 | 16% | 25% |
| ESOL Parent Homework Event | 6 | 75% | 77% |
| Donuts with Dad 2nd Grade | 27 | 25% | 27% |
| Reading Parent Night Grades K-2 | 53 | 16% | 20% |

Goals Summary

- G1.** Students will meet or exceed their annual objectives resulting in overall higher achievement.
- G2.** Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ

Goals Detail

G1. Students will meet or exceed their annual objectives resulting in overall higher achievement.

Targets Supported

Resources Available to Support the Goal

- Successmaker, VMathLive, IXL, PENDA, hands on manipulatives, Fastt Math, Rhyme Time, and Beyond the School Day tutoring.

Targeted Barriers to Achieving the Goal

- Students with disabilities, White ethnicity, and economically disadvantage students not having the understanding and capabilities to increase their mathematical learning.

Plan to Monitor Progress Toward the Goal

Student increase in scores and proficiency in skills.

Person or Persons Responsible

School administration, Academic Coaches, and Teachers.

Target Dates or Schedule:

Monthly/bi-monthly at data meetings as well as effectiveness on District Assessments.

Evidence of Completion:

Students making progress towards meeting the grade level learning needs.

G2. Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Coach, Intervention Teachers/Academic Coach, paraprofessionals and volunteers; professional development; New Reading Series "Wonders;" intervention materials such as Rewards, Critical Thinking, Word Explorer, Corrective Reading, Learning Together, PENDA, Vmath, IXL, Fast Forward, Successmaker, and other supplemental materials purchased through Title I.

Targeted Barriers to Achieving the Goal

- Lack of consistent rigor in instruction.
- Lack of a designated time in the master schedule devoted to enrichment and remediation.

Plan to Monitor Progress Toward the Goal

Observations and evaluations.

Person or Persons Responsible

School Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

True North Logic observations showing rating of Effective or higher on implementation of strategies.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will meet or exceed their annual objectives resulting in overall higher achievement.

G1.B1 Students with disabilities, White ethnicity, and economically disadvantage students not having the understanding and capabilities to increase their mathematical learning.

G1.B1.S1 Use various hands on manipulatives, direct instruction, as well as computer based programs to help the students target the areas of need and reinforce the skills.

Action Step 1

Hands on Resources and computer based programs developed for specific skills.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coaches, Steering Committee, Common Core Lead Teachers, and other staff members.

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committees as well as lesson plan documentation of implementation of strategies.

Facilitator:

Common Core Lead Teachers, Academic Coaches, Administration, District

Participants:

All staff

Action Step 2

Professional development for teachers on high yield strategies in the form of Curriculum Cafe and the use of steering committees to address targeted areas.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coaches, Steering Committee, Common Core Lead Teachers, and other staff members.

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committees as well as lesson plan documentation of implementation of strategies.

Facilitator:

Common Core Lead Teachers, Academic Coaches, Administration, District

Participants:

All staff.

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

Monitoring the use of strategies learned through professional development and committee meetings.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During Walk-Through evaluations, informal and formal evaluations each semester.

Evidence of Completion

Documented through True North Logic that collects observation notes and evaluation data and team meeting notes.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring the use of strategies learned through professional development and committee meetings.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During Walk Through evaluations, informal and formal evaluations each semester.

Evidence of Completion

Documented through True North Logic that collects observation notes and evaluation data.

G2. Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ

G2.B1 Lack of consistent rigor in instruction.

G2.B1.S1 Professional Development activities focused on high yield strategies in the format of Curriculum Cafe' and the use of Steering Committees to address targeted barriers.

Action Step 1

Professional development training on high yield strategies, as well as district training modules.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Intervention Teacher/Academic Coach, Steering Committee, Common Core Lead Teachers

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committee as well as lesson plan documentation of implementation of strategies.

Facilitator:

Administration, Reading Coach, Intervention Teachers/Academic Coach, Common Core Lead Teachers

Participants:

Principal, Assistant Principal, Reading Coach, Intervention Teacher/Academic Coach, Steering Committee, Common Core Lead Teachers

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

Monitoring the use of strategies learned during professional development in Curriculum Cafe' and the Steering Committees.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During Walk-Throughs evaluations, formal and informal evaluations each semester.

Evidence of Completion

Documented through True North Logic that collects observation notes and evaluation data.

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring the use of strategies learned during professional development in Curriculum Cafe' and the Steering Committees.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During Walk-Throughs evaluations, formal and informal evaluations each semester.

Evidence of Completion

Documented through True North Logic that collects observation notes and evaluation data.

G2.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G2.B2.S1 Build an intervention/enrichment time into the master schedule for 1-5th grade.

Action Step 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various level and provide training as needed. Provide professional development on new intervention programs such as Corrective Reading, PENDA {Math}, Earobics {Reading}.

Person or Persons Responsible

Principal, Assistant Principal, all teachers and Coaches (Reading, Intervention/Academic)

Target Dates or Schedule

August - September 2013

Evidence of Completion

Master Schedule, instructional materials inventory, training sign in sheets and documentation of training.

Facilitator:

District, Resource Company Trainer, Administrators, Reading/Academic Coaches, Common Core Lead Teachers

Participants:

Principal, Assistant Principal, all teachers and Coaches (Reading, Intervention/Academic)

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monitor the use of the appropriate intervention/enrichment strategy/materials being used.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During walkthroughs and formal/informal evaluations conducted quarterly.

Evidence of Completion

Sign in sheets; True North Logic documentation of effectiveness.

Plan to Monitor Effectiveness of G2.B2.S1

Monitor the use of the appropriate intervention/enrichment strategy/materials being used.

Person or Persons Responsible

School Administration

Target Dates or Schedule

During walkthroughs and formal/informal evaluations conducted quarterly.

Evidence of Completion

Sign in sheets; True North Logic documentation of effectiveness.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A:

At Harbour View Elementary we integrate with many grants and community agencies. Some of these include a community project entitle, "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 locally. Locally, we have received reading grants to promote literacy in the classroom in first grade. This grant is funded through our Public Schools Foundation. We also collaborate with the Central Florida Community College who works to provide one of our fifth graders a scholarship to the community 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. In 2013-2014 we will 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 a district training for an anti-bullying program, entitled Respect.

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 eight years Harbour View has been a part of the S.T.E.P.S. Program sponsored by Central Florida Community College. This program enables one fifth grade needy student 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students will meet or exceed their annual objectives resulting in overall higher achievement.

G1.B1 Students with disabilities, White ethnicity, and economically disadvantage students not having the understanding and capabilities to increase their mathematical learning.

G1.B1.S1 Use various hands on manipulatives, direct instruction, as well as computer based programs to help the students target the areas of need and reinforce the skills.

PD Opportunity 1

Hands on Resources and computer based programs developed for specific skills.

Facilitator

Common Core Lead Teachers, Academic Coaches, Administration, District

Participants

All staff

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committees as well as lesson plan documentation of implementation of strategies.

PD Opportunity 2

Professional development for teachers on high yield strategies in the form of Curriculum Cafe and the use of steering committees to address targeted areas.

Facilitator

Common Core Lead Teachers, Academic Coaches, Administration, District

Participants

All staff.

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committees as well as lesson plan documentation of implementation of strategies.

G2. Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ

G2.B1 Lack of consistent rigor in instruction.

G2.B1.S1 Professional Development activities focused on high yield strategies in the format of Curriculum Cafe' and the use of Steering Committees to address targeted barriers.

PD Opportunity 1

Professional development training on high yield strategies, as well as district training modules.

Facilitator

Administration, Reading Coach, Intervention Teachers/Academic Coach, Common Core Lead Teachers

Participants

Principal, Assistant Principal, Reading Coach, Intervention Teacher/Academic Coach, Steering Committee, Common Core Lead Teachers

Target Dates or Schedule

During Pre-School Week, Early Release Days, Inservice days by the district, Monthly Curriculum Cafe' meetings

Evidence of Completion

Sign in sheets and documentation of Steering Committee as well as lesson plan documentation of implementation of strategies.

G2.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G2.B2.S1 Build an intervention/enrichment time into the master schedule for 1-5th grade.

PD Opportunity 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various level and provide training as needed. Provide professional development on new intervention programs such as Corrective Reading, PENDA {Math}, Earobics {Reading}.

Facilitator

District, Resource Company Trainer, Administrators, Reading/Academic Coaches, Common Core Lead Teachers

Participants

Principal, Assistant Principal, all teachers and Coaches (Reading, Intervention/Academic)

Target Dates or Schedule

August - September 2013

Evidence of Completion

Master Schedule, instructional materials inventory, training sign in sheets and documentation of training.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|-----------|
| G2. | Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ | \$170,354 |
| Total | | \$170,354 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Evidence-Based Materials | Total |
|----------------|------------------------|--------------------------|-----------|
| | \$0 | \$0 | \$0 |
| Title I | \$0 | \$170,354 | \$170,354 |
| Total | \$0 | \$170,354 | \$170,354 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students will meet or exceed their annual objectives resulting in overall higher achievement.

G1.B1 Students with disabilities, White ethnicity, and economically disadvantage students not having the understanding and capabilities to increase their mathematical learning.

G1.B1.S1 Use various hands on manipulatives, direct instruction, as well as computer based programs to help the students target the areas of need and reinforce the skills.

Action Step 1

Hands on Resources and computer based programs developed for specific skills.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Professional development for teachers on high yield strategies in the form of Curriculum Cafe and the use of steering committees to address targeted areas.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Increase students' comprehension of rigorous text, ability to utilize higher level thinking and ability to explain understanding in writing thus increasing the percent of students who perform on or above proficient on FCAT Reading, Math, Science, and Writ

G2.B1 Lack of consistent rigor in instruction.

G2.B1.S1 Professional Development activities focused on high yield strategies in the format of Curriculum Cafe' and the use of Steering Committees to address targeted barriers.

Action Step 1

Professional development training on high yield strategies, as well as district training modules.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G2.B2.S1 Build an intervention/enrichment time into the master schedule for 1-5th grade.

Action Step 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various level and provide training as needed. Provide professional development on new intervention programs such as Corrective Reading, PENDA {Math}, Earobics {Reading}.

Resource Type

Evidence-Based Materials

Resource

Research based materials and programs for intervention/enrichment and to reinforce the high yield strategies that teachers are working on.

Funding Source

Title I

Amount Needed

\$170,354