

Marion County Public Schools

Harbour View Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	9
Budget to Support Goals	12

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)	2017-18 Title I School	2017-18 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	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Light, Vera	School Counselor
Dobbs, Sarah	Assistant Principal
Moore, Mindy	School Counselor
Miller, Karly	Dean
Swinehart, Charolette	Instructional Coach
Hensel, Rob	Principal
Smith, Mitzi	Assistant Principal
Salem, Sheri	Instructional Coach

Duties

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

All of the members above are part of the administrative team. We meet weekly to discuss our school's goals, data, concerns, and needs. We discuss ways to help and offer support to our teachers via resources, PD, one-on-one, observing and feedback, etc...

Miller- dean

Swinehart- literacy CAS

Salem- math & science CAS

Light & Moore- counselors

Dobbs & Smith- APs

Early Warning Systems

Year 2017-18

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

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

The number of students 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	10	19	30	31	48	36	0	0	0	0	0	0	0	174

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	0	0	18	0	0	0	0	0	0	0	0	0	18

Date this data was collected

Thursday 7/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Only 40% of our bottom quartile in math made learning gains. This is a trend. In the prior school year, 48% of them made a learning gain. This cell was the lowest in the previous school year as well.

Which data component showed the greatest decline from prior year?

Math learning gains showed the greatest decline since 2017. In 2017, 66% made learning gains in math and only 54% did so in 2018. In 2017, 48% of the bottom quartile in math made a learning gain. Only 40% of the bottom quartile in math made learning gains last school year.

Which data component had the biggest gap when compared to the state average?

Our proficiency in ELA was 14 percentage points behind the state average.

Which data component showed the most improvement? Is this a trend?

Our 5th grade science proficiency was 10 percentage points above the state average. We normally don't perform this far above the state average.

Describe the actions or changes that led to the improvement in this area.

Mrs. Maldonado, science curriculum coach, developed specific curriculum and review for our 5th grade teachers to implement and reteach throughout the school year.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	46%	56%	45%	47%	52%
ELA Learning Gains	43%	44%	55%	50%	49%	52%
ELA Lowest 25th Percentile	48%	37%	48%	42%	47%	46%
Math Achievement	51%	49%	62%	58%	48%	58%
Math Learning Gains	54%	46%	59%	61%	47%	58%
Math Lowest 25th Percentile	40%	35%	47%	49%	40%	46%
Science Achievement	65%	51%	55%	47%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 (11)	27 (10)	14 (14)	26 (6)	20 (6)	23 (0)	133 (47)
One or more suspensions	0 (6)	7 (5)	5 (7)	6 (9)	14 (9)	5 (6)	37 (42)
Course failure in ELA or Math	6 (0)	12 (0)	12 (0)	11 (16)	12 (11)	5 (12)	58 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	60 (16)	50 (0)	31 (0)	141 (16)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	46%	-5%	57%	-16%
	2017	43%	50%	-7%	58%	-15%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	40%	43%	-3%	56%	-16%
	2017	47%	52%	-5%	56%	-9%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2018	43%	46%	-3%	55%	-12%
	2017	43%	47%	-4%	53%	-10%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	48%	-6%	62%	-20%
	2017	36%	48%	-12%	62%	-26%
Same Grade Comparison		6%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	44%	47%	-3%	62%	-18%
	2017	69%	55%	14%	64%	5%
Same Grade Comparison		-25%				
Cohort Comparison		8%				
05	2018	68%	50%	18%	61%	7%
	2017	61%	45%	16%	57%	4%
Same Grade Comparison		7%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	66%	49%	17%	55%	11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	52	25	36	30	18				
ELL	20	41	39	41	43	35	31				
BLK	29	28		43	47		50				
HSP	35	41	45	48	49	33	63				
MUL	38	33		52	53						
WHT	46	46	58	53	58	41	71				
FRL	37	44	54	47	52	43	64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	38	41	18	47	42	30				
ELL	17	43	60	40	63	62	27				
BLK	36	53		45	61						
HSP	34	52	58	50	69	68	48				
MUL	50			57							
WHT	53	51	47	58	64	38	56				
FRL	42	53	60	51	66	46	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Process- Building Capacity of teachers & parents; Planning and Collaboration
Rationale	Trends, FSA data, many inexperienced staff members, and on our needs assessment guide from last school year all indicate a need for our teachers to differentiate their instruction in order to meet all of our students' needs- in various methods and approaches.
Intended Outcome	If instruction in reading and math is differentiated, then the percentage of students proficient in ELA will increase from 42% to 50% and the percentage students making learning gains in math will increase from 40% to 50%.
Point Person	Rob Hensel (robert.hensel@marion.k12.fl.us)

Action Step

1. Professional Development- Literacy and Math CASs will provide ongoing training and PD in differentiated instruction throughout the year- including the capacity to differentiate within Achieve 3000, IXL, and i-Ready.
2. Administrative team will host bi-weekly grade level data team meetings with discussion of current results and sharing of best practices from teachers.
3. Once a week teachers will participate in grade level collaborative planning.
4. Beyond Centers and Circle Time is a pre-K book and curriculum that pre-K and kinder teachers will utilize in their rooms after collaborating on the material and methods. This curriculum follows the DAP model.
5. STEAM clubs will run after school. The students will complete project based curriculum, and teachers will differentiate the curriculum in order to improve students' STEAM skills and academics. Paraprofessionals will tutor those students who are in need.
6. Building Capacity of parents as educational partners- Literacy and Math CASs will provide training to parents in order for them to support our efforts at home at a nightly event each semester.

Person Responsible Rob Hensel (robert.hensel@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Principal, APs, & CASs will monitor teachers through observations and their data weekly at our Ateam and bi-weekly data team meetings.

Person Responsible Rob Hensel (robert.hensel@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The school's mission, vision, and events are communicated to parents through a monthly newsletter, SAC Committee Meetings, Annual Title 1 Parent Meeting and Open House. Harbour View Elementary School involves parents through conferences both face to face and over the phone. Grade level and subject area parent events/training are provided throughout the school year. Based on feedback from parents, these events have been scheduled 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.

PFEP Link

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

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

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

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

MCPS provides an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students. FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these Pre-K programs. Harbour View Elementary School also participates in the Stagger Start program during the first three days of school for Kindergarten students. Fifth grade students have an opportunity to participate in a Middle School Orientation by going to their zoned middle school or attending a presentation provided by Middle School personnel. Fifth grade ESE students participate in their articulation IEP meeting held at the end of the school year. Both Harbour View Elementary School personnel and Middle School personnel attend these IEP meetings.

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

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

Title I Part A:

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

Title I Part 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

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.

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.

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.

Part V: Budget

Total:	\$317,133.00
--------	--------------