

Brevard Public Schools

Harbor City Elementary School



2019-20 Schoolwide Improvement Plan

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| Budget to Support Goals | 0 |

Harbor City Elementary School

1377 SARNO RD, Melbourne, FL 32935

<http://www.harborcity.brevard.k12.fl.us>

Demographics

Principal: Christine Boyd E

Start Date for this Principal: 6/1/2014

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-6 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (55%) 2017-18: C (51%) 2016-17: B (58%) 2015-16: C (41%) 2014-15: C (48%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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-6 | Yes | 74% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 32% |

School Grades History

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

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<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 purpose is to create a safe environment where students are inspired to be lifelong learners and where everyone makes a difference.

(revisited 2018)

Provide the school's vision statement.

Students who rise above;
Teachers who go beyond!

(revisited 2018)

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| Salamone, Joy | Principal | <p>The School Leadership Team serve as: instructional leaders, engage stakeholders, and collaborate in the school's decision making process. Harbor City's mission and vision statements are shared with all stakeholders through the school calendar, newsletters, and our school website. The objectives of our School Improvement Plan are developed every year after analyzing school data and the needs of our school. The School Advisory Council is made up of the principal, teachers, staff, parents, and community members; all representatives are involved in the school improvement process. Harbor City's School Improvement Plan is connected to the District's Strategic Plan working towards increasing student achievement and continuous teaching improvement. Our School Improvement Plan is shared for input with stakeholders and then communicated to all stakeholders, posted on the school website, and copies are available in the front office.</p> |
| Lanterman, Tami | Assistant Principal | <p>To assist teachers and the principal in providing a dynamic setting for learning.</p> <p>Demonstrate communication skills of listening, oral communication and oral presentation; demonstrate interpersonal skills and abilities; knowledge of human growth and development; extensive knowledge of curriculum. Possess technical knowledge and skills to operate computer, enter data, analyze and process information; evidence of effective decision-making skills and management skills; possess strong work standards for self and others. Listed below are the essential job duties and responsibilities of an assistant principal for Brevard Public Schools:</p> <ol style="list-style-type: none"> 1. Coordinate all aspects of elementary curriculum. 2. Coordinate faculty, year level and individual teacher's planning. 3. Assist teachers in interpreting and implementing the district's curriculum . 4. Coordinate, as assigned, research related to curriculum development. 5. Recommend curriculum adjustments to meet the special learning needs of individual children. 6. Assist teachers in organizing classrooms for effective learning. 7. Implement and schedule all standardized testing. 8. Establish and maintain a system of school-wide textbook accountability. 9. Schedule and plan in-service programs and prepare required reports. 10. Work with the media specialist in adapting and improving the use of media in the school. 11. Participate in proposed and on-going curriculum development projects. 12. Serve at the direction of the principal as advisor and special consultant to probationary teachers. 13. Coordinate the grade placement and grouping of children. 14. Assist the principal in planning and carrying out staff and parent curriculum meetings. 15. Assist in the preparation of management proposals relating to union contracts and assist in managing the implementation and administration of negotiated employee contracts. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| | | <ul style="list-style-type: none"> 18. Maintain high visibility within all areas of the facility. 19. Supervise students in order to maintain a safe and orderly environment. 20. Provide outstanding customer service, and use positive interpersonal communicational skills. 21. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values. 22. Ensure compliance with Board rules and applicable federal laws and regulations. |
| Landress, Jennifer | Instructional Coach | <p>Serve as a stable resource of professional development, progress monitoring, and student data analysis throughout a school to generate improvement in reading instruction and reading achievement.</p> <ul style="list-style-type: none"> 1. Plan and implement professional development opportunities that address both current research and future instructional needs. 2. Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. 3. Maintain an awareness of current research and curricular trends and disseminate information to personnel in the school. 4. Facilitate professional learning communities. 5. Use appropriate techniques and strategies that promote and enhance critical, creative and evaluative thinking with students through modeling lessons in classrooms. 6. Provide model lessons which incorporate appropriate instructional strategies and materials reflecting each student's culture, learning style, special needs and socioeconomic background. 7. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms. 8. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. 9. Help to increase instructional density to meet the needs of all students. 10. Model effective instructional strategies for teachers. 11. Provide daily support to classroom teachers. 12. Coach and mentor colleagues. 13. Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity. 14. Train teachers in data analysis and using data to differentiate instruction. 15. Advise the principal in making data based decisions about reading instruction. 16. Provide consultation to the principal on the overall elements and operation of a successful reading program and the creation of a culture of literacy. 17. Help lead and support reading leadership teams at their school(s). |

| Name | Title | Job Duties and Responsibilities |
|--------------|---------------|---|
| | | <p>18. Assist in the enforcement of all federal, state and district regulations, policies and procedures.</p> <p>19. Monitor students in a testing environment.</p> <p>20. Consult and collaborate with teachers concerning implementation of effective strategies to assist struggling students.</p> <p>21. Recommend curricular adjustments to meet the learning needs of individual students.</p> <p>22. Provide outstanding customer service, and use positive interpersonal communication skills.</p> <p>Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values.</p> <p>Ensure compliance with Board rules and applicable federal laws and regulations</p> |
| Tingle, Matt | Teacher, K-12 | <p>1. Diagnose and analyze for the purpose of providing appropriate instruction.</p> <p>2. Plan and organize for appropriate instruction.</p> <p>3. Base instruction on the developmental stages of students.</p> <p>4. Utilize a variety of instructional techniques to meet the individual needs of students.</p> <p>5. Evaluate student's progress on a regular basis.</p> <p>6. Utilize classroom management techniques conducive to an effective classroom climate.</p> <p>7. Instill pride and self-confidence in students.</p> <p>8. Show a sensitivity to students, parents and community.</p> <p>9. Maintain professional relationship between school and parents.</p> <p>10. Maintain records as required.</p> <p>11. Assist in protection of students and school property.</p> <p>12. Perform supervisory duties as assigned by principal.</p> <p>13. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking of students.</p> <p>14. Use appropriate Instruction strategies and materials the reflect each student's culture, learning styles, special needs and socioeconomic background.</p> <p>15. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>16. Assist in the enforcement of all federal, state and district regulations, policies and procedures.</p> <p>17. Monitor students in a testing environment.</p> <p>18. Provide outstanding customer service, and use positive interpersonal communicational skills.</p> <p>19. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values.</p> <p>20. Ensure compliance with Board rules and applicable federal laws and regulations.</p> |

Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 57 | 59 | 50 | 54 | 31 | 37 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 344 |
| Attendance below 90 percent | 8 | 12 | 9 | 7 | 2 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| One or more suspensions | 2 | 3 | 1 | 6 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 4 | 12 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 2 | 2 | 0 | 3 | 2 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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 | 2 | 9 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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

32

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 30 | 25 | 21 | 20 | 28 | 18 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 158 |
| One or more suspensions | 5 | 2 | 6 | 1 | 2 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 26 | 14 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 10 | 5 | 6 | 7 | 16 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 58% | 62% | 57% | 61% | 63% | 55% |
| ELA Learning Gains | 55% | 60% | 58% | 63% | 60% | 57% |
| ELA Lowest 25th Percentile | 44% | 57% | 53% | 58% | 52% | 52% |
| Math Achievement | 62% | 63% | 63% | 59% | 64% | 61% |
| Math Learning Gains | 57% | 65% | 62% | 68% | 62% | 61% |
| Math Lowest 25th Percentile | 52% | 53% | 51% | 56% | 52% | 51% |
| Science Achievement | 56% | 57% | 53% | 38% | 56% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | |
| Number of students enrolled | 57 (0) | 59 (0) | 50 (0) | 54 (0) | 31 (0) | 37 (0) | 56 (0) | 344 (0) |
| Attendance below 90 percent | 8 () | 12 () | 9 () | 7 () | 2 () | 6 () | 13 () | 57 (0) |
| One or more suspensions | 2 () | 3 (0) | 1 (0) | 6 (0) | 3 (0) | 2 (0) | 2 (0) | 19 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 2 (0) | 1 (0) | 2 (0) | 5 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 1 (0) | 4 (0) | 12 (0) | 16 (0) | 33 (0) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 67% | 64% | 3% | 58% | 9% |
| | 2018 | 50% | 63% | -13% | 57% | -7% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 55% | 61% | -6% | 58% | -3% |
| | 2018 | 48% | 57% | -9% | 56% | -8% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 5% | | | | |
| 05 | 2019 | 53% | 60% | -7% | 56% | -3% |
| | 2018 | 57% | 54% | 3% | 55% | 2% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 5% | | | | |
| 06 | 2019 | 52% | 60% | -8% | 54% | -2% |
| | 2018 | 41% | 63% | -22% | 52% | -11% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | -5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 78% | 61% | 17% | 62% | 16% |
| | 2018 | 47% | 62% | -15% | 62% | -15% |
| Same Grade Comparison | | 31% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 62% | 64% | -2% | 64% | -2% |
| | 2018 | 49% | 59% | -10% | 62% | -13% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 15% | | | | |
| 05 | 2019 | 56% | 60% | -4% | 60% | -4% |
| | 2018 | 63% | 58% | 5% | 61% | 2% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 7% | | | | |
| 06 | 2019 | 52% | 67% | -15% | 55% | -3% |
| | 2018 | 53% | 68% | -15% | 52% | 1% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -11% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 53% | 56% | -3% | 53% | 0% |
| | 2018 | 51% | 57% | -6% | 55% | -4% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 42 | 32 | 40 | 63 | 54 | 29 | | | | |
| ELL | 54 | 69 | | 69 | 79 | | | | | | |
| BLK | 22 | 33 | | 39 | 47 | | | | | | |
| HSP | 68 | 71 | | 64 | 65 | | | | | | |
| MUL | 20 | | | 40 | | | | | | | |
| WHT | 64 | 58 | 56 | 66 | 57 | 40 | 66 | | | | |
| FRL | 51 | 55 | 38 | 59 | 54 | 46 | 49 | | | | |
| 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 | 24 | 36 | 43 | 33 | 48 | | | | | | |
| BLK | 29 | 35 | | 33 | 59 | | | | | | |
| HSP | 48 | 50 | | 56 | 69 | | | | | | |
| WHT | 56 | 42 | 22 | 59 | 69 | 58 | 56 | | | | |
| FRL | 51 | 41 | 25 | 53 | 65 | 59 | 49 | | | | |
| 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 | 28 | 54 | 53 | 23 | 43 | 35 | | | | | |
| BLK | 63 | 67 | | 48 | 44 | | | | | | |
| HSP | 59 | 72 | | 63 | 84 | | | | | | |
| MUL | 45 | | | 55 | | | | | | | |
| WHT | 62 | 60 | 60 | 61 | 66 | 53 | 45 | | | | |
| FRL | 58 | 59 | 50 | 57 | 67 | 54 | 45 | | | | |

ESSA Data

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

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 55 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 384 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 68 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 35 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 67 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 30 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 50 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

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

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

- Our ELA L25% showed the lowest performance at 44%

ELA L25% went up 14 percentage points from 2018 but are 9 percentage points below the state. We increased our focus and support school wide with our Walk To Intervention time, giving our lowest 25% more resources and support last year. The 14 percentage points increase proves that the increased of intention and resources was effective. However, further data analysis showed us specific contributing factors in low performing areas such as phonics and vocabulary. This analysis supported our purchases for interventions for our ELA L25% groups.

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

- Our Greatest decline—Math LG—57% from 67%

We lost 8 students who had been level 5 in 2018. Seven of these students dropped to L4 & one dropped to

L3. 6th grade accounted for 4 of these 8 students. Additionally, 6 students who had been L4 in 2018 dropped to L3. All of these L5 and L4 drops were in either 5th or 6th grade. Therefore, these 14 students were the contributing factor in the 10 percentage point decline.

This 10 percentage point decline may be a lack of focus particularly in 5th grade

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

- Our greatest gap compared to state average—ELA L25%--HCE 44%, FL 53%--9 percentage point difference.

Our Literacy Coach works with teachers daily to focus on standards based instruction as our most improved and our greatest gap to state average are the same component we believe that our Tier I instruction is solid and working well. The literacy coach, and teachers work closely to carefully plan interventions for our students falling below grade level. The literacy coach, teachers and MTSS team work collaboratively to plan and analyze the interventions put into place for students in Tier 2 and Tier 3 groups.

We noticed that phonics and vocabulary were weak areas and have purchased these programs for our Tier 2 and Tier 3 intervention groups for the 2019-2020 school year.

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

- Our most improvement—ELA L25%

This is evidence that our Tier I instruction is working well. This is also evidence, that the increased focus of walk to intervention time, is effective in getting students additional time and resources to fill their learning gaps.

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

- EWS—Areas of concern--attendance, behavior, and level I data
6th grade had 16 level I in ELA and 13 students with attendance below 90%

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

1. ELA lowest 25%
2. Gap between reading and math gains
3. Provide teachers with professional development and embedded coaching in ELA/Math standards-based instruction.
4. Monitor new interventions in place for L25% in Reading and Math.
5. Monitor instruction is standard based and consistent to maintain our level 4 and 5 students in ELA and Math.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Standards Based Effective Instruction in ELA Our ELA L25% showed the lowest performance at 44%. |
| Rationale | <p>In reviewing the FSA data and comparing Iready reading data we determined that phonics and vocabulary were low areas of student achievement. Research shows that if students cannot read words and understand the meaning of words, comprehension will not occur so we determined that we needed curriculum for these areas. Our leadership team, Literacy Coach, Title I Teacher, Assistant Principal and Principal started researching to find research based programs.</p> <p>In 2019-2020 we are purchasing Wit and Wisdom for grade levels K-1. Harbor City will also be using the following for ELA: Cracking The Code (grades 4-6), Lucy Calkins Units of Study in Phonics (grades K-2) and Write Score (grades 4-6). We will add another full-time Instructional Assistant through Title I, allowing us five adults (teacher and 4 assistants) supporting students daily in the instructional programs.</p> |
| State the measurable outcome the school plans to achieve | <p>The data displays an increase in our FSA ELA scores 03 2019 67% 04 2019 55% 2018 48% 2018 48% 05 2019 53% 06 2019 52% 2018 57% 2018 41%</p> <p>It is our goal that our ELA learning gains will show the same rate of improvement as our Math learning gains at all grade levels, with no less than two percentage points increase on the FSA 2020 at all levels.</p> <p>We continually monitor the gap in student achievement between economically advantaged and disadvantaged students as reflected in our School Best Practices for Inclusive Education (BPIE) Plan. Our gap increased this year but we are above the district and state in closing this gap by no less than two percentage points and will continue this goal.</p> |
| Person responsible for monitoring outcome | Joy Salamone (salamone.joy@brevardschools.org) |
| Evidence-based Strategy | <p>In 2019-2020 we are purchasing Wit and Wisdom for grade levels K-1. Harbor City will also be using the following for ELA: Cracking The Code (grades 4-6), Lucy Calkins Units of Study in Phonics (grades K-2) and Write Score (grades 4-6).</p> <p>We will add another full-time Instructional Assistant through Title I, allowing us five adults (teacher and 4 assistants) supporting students daily in the instructional programs.</p> <p>We will use data from Iready diagnostic to place students grades K-6 in walk-to-intervention groups daily for 30 minutes to support closing the learning gaps for the individual child.</p> <p>Last year we met with teachers in the monthly 90-minute planning block alternating reading and math for professional development training. The 2018 Insight Survey showed the 96% of teachers believe our school is committed to improving their professional practice. The teacher survey responses reflected a 98% satisfaction with the monthly 90-minute planning. Our Literacy Coach uses this time to set instructional plans for the month with grade levels. She also works directly with teachers modeling and monitoring instruction.</p> <p>We will continue to plan and implement training for all teachers in the BPS Excellent</p> |

Instruction model with an emphasis on Core Action 2 – Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards; a common vision for support in teaching to the rigor of the standards. Teachers will share with each other at faculty meetings. We will also schedule district resource teachers in math, reading, science and technology to support our training, modeling and coaching efforts for all grade levels.

Our bi-weekly data chats will review data with teachers of i-Ready math and reading at all grade levels to measure student progress.

A tri-annual review of student data from formal assessments (iReady, Quarterly Literacy Assessment (QLA), District Science assessments, and District Math assessments) will support our monitoring efforts.

In reviewing the FSA data and comparing i-Ready reading data we determined that phonics and vocabulary were low areas of student achievement. Research shows that if students cannot read words and understand the meaning of words, comprehension will not occur so we determined that we needed curriculum for these areas. Our Leadership Team, Literacy Coach, Title I Teacher, Assistant Principal and Principal started researching to find research based programs.

In 2019-2020 we are purchasing Wit and Wisdom for grade levels K-1. Harbor City will also be using the following for ELA: Cracking The Code (grades 4-6), Lucy Calkins Units of Study in Phonics (grades K-2) and Write Score (grades 4-6). We will add another full-time Instructional Assistant through Title I, allowing us five adults (teacher and 4 assistants) supporting students daily in the instructional programs.

**Rationale
for
Evidence-
based
Strategy**

Through frequent classroom walkthroughs, classroom observations and conferences, the team is able to determine whether the instruction being delivered is aligned to the standards, making adjustments as needed. We monitor data in biweekly data chats with all teachers as another tool to measure alignment of standards to instruction to assessments.

Teachers are provided on-going professional development opportunities on campus and off-site to improve their instructional practices. Classroom teachers are provided opportunities to observe highly-effective teachers delivering standards-aligned instruction. Teachers meet in collaborative teams to create, plan, and implement lessons learned via the various professional development opportunities. Additionally, teachers present effective strategies and teaching techniques during faculty meetings.

Action Step

1. Leadership Team will provide teachers with an additional 90-minute common planning time per month facilitated by the Literacy Coach and Title 1 Teacher to build standards-based ELA lessons.
2. ELA Coach and Title 1 Teacher will provide an agenda for the additional 90-minute common planning time per month, to guide grade level teachers with ELA standards-based planning/text-based writing strategies.
3. Leadership Team will monitor student data weekly with a strategic focus on student subgroups, which includes school wide walk to intervention.
4. Leadership Team along with grade level teams will conduct monthly walkthroughs focused on the Instructional Practice Guide (IPG) Core Action 2, to facilitate the growth and development of teachers with the understanding of IPG Core Action 2.
5. Leadership Team members will collaborate and analyze data and student instructional tiers with teachers for targeted coaching support with Literacy Coach and Title I teacher.

Description

Person Responsible Joy Salamone (salamone.joy@brevardschools.org)

#2

| | |
|---|--|
| Title | Standards Based Effective Instruction in Math Our greatest decline—Math LG—57% from 67%. |
| Rationale | We lost 8 students who had been level 5 in 2018. Seven of these students dropped to L4 & one dropped to L3. 6th grade accounted for 4 of these 8 students. Additionally, 6 students who had been L4 in 2018 dropped to L3. All of these L5 and L4 drops were in either 5th or 6th grade. Therefore, these 14 students were the contributing factor in the 10 percentage point decline. |
| State the measurable outcome the school plans to achieve | It is our goal to raise student achievement by no less than two percentage points in Math at all levels. |
| Person responsible for monitoring outcome | Joy Salamone (salamone.joy@brevardschools.org) |
| Evidence-based Strategy | We will use Eureka Math in grades K-6 and Zearn.com for math improvement at all levels. We are using Title I dollars to purchase an on-line program Reflux, in third grade to help with math facts, and i-Ready Math has been purchased for 6th grade as extra practice. Our Title I Teacher and assistants work directly with groups of students daily to improve math and reading skills. |
| Rationale for Evidence-based Strategy | Sixth grade entered the 2018 school year with the highest number of students who had scored levels 4 and 5 on FSA Math the previous year. These 14 students dropped one level and one student dropped 2 levels. This group has a high number of level I (16) and 13 who have attendance rate below 90%. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. We will add another full-time Instructional Assistant through Title I, allowing us five adults (teacher and 4 assistants) supporting students daily in the instructional programs. 2. We will use Eureka Math in grades K-6 and Zearn.com for math improvement at all levels. We are using Title I dollars to purchase an on-line program Reflux, in third grade to help with math facts, and i-Ready Math has been purchased for 6th grade as extra practice. Our Title I Teacher and assistants work directly with groups of students daily to improve math and reading skills. 3. Leadership Team will provide teachers with an additional 90-minute common planning time per month facilitated by the Literacy Coach and Title 1 Teacher to build standards-based Math lessons. 4. Leadership Team will monitor student data weekly with a strategic focus on student subgroups, which includes school wide walk to intervention. 5. Leadership Team members will collaborate and analyze data and tier teachers for targeted coaching support. |
| Person Responsible | Joy Salamone (salamone.joy@brevardschools.org) |

Additional Schoolwide Improvement Priorities (optional)

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

1. School safety: monthly meetings with SEOP team to collaborate and verify precautions are in place.
2. External stakeholder relationships: Continue to provide time and information for families to meet with staff and learn with their children as we provide curriculum nights.
3. Harbor City Elementary will continue the Positive Behavioral Interventions and Supports (PBIS) program to encourage excellence in student academics, attendance, and behavior. PBIS supports the recognition of positive behaviors while intervening to correct problem behaviors. This program is a collaborative, research-based approach used to develop a positive culture in our school and the community. We will continue to offer school supplies Shoppe in our PBIS as incentives for students.

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, 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.

Harbor City values building positive relationships with our parents, families, and community stakeholders. This is accomplished by involving all stakeholders in planning, reviewing and improving our school. During these times all stakeholders ideas, suggestions, and solutions are equally valued and respected. Harbor City prides itself on active two-way communication. This includes involvement in the decision making process of how funds for Title I will be used, and with the creation of our School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and Comprehensive Needs Assessments (CNA). Our stake holders receive timely information about our Title 1 program, curriculum, assessments, proficiency levels, and other valuable information. Parents receive information regarding the following: Annual Title 1 meeting; through Blackboard Connects message via phone calls, emails, and text messages, Open House; Grade Level Expectations Pamphlet, School Advisory Council Meetings (SAC), Harbor City Herald (our school newsletter), School Facebook, Flyers for events, Involving stake holders in decision making, Continue stake holders involvement in creating the Compact Title 1 Plan and Parent Family Engagement Plan (PFEP), Stake holders as members of the SAC, Surveys after each event requesting input for future activities, Annual school survey and Training stakeholders.

Continue our Family nights on the following topics: Reading; Science; Math and Social Skills, Community Involvement, Continue business partnerships with: Suntree United Methodist Church, Community Credit Union, River Run Christian, Rolling Readers, Domino's, McDonalds and Wawa.

Increased Volunteer Hours (2018-2019 over 5,000 hrs.) Actively seek volunteers, Offer Volunteer Orientation workshop, Continue volunteer partnership with West Shore Jr. Sr. High School, Suntree United Methodist and River Run Christian.

Increased attendance at Family Events with a start time at 6:00 p.m., Continue having Suntree United Methodist Church provide food for the Family Night events, Provide workshops that the families have asked for in surveys.

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.

At Harbor City, our staff has received training on how to identify and help students who may be experiencing a social-emotional issue/crisis. Our school counselor works with students on their social emotional needs. This is accomplished via classroom instruction, small group or individual counseling sessions. The school counselor also works with families to connect them to local services available in the community.

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

Each year we host Kindergarten Round-up in May, notification is made via flyers to local daycares, monthly newsletter, school website, school Facebook and marquee. Our sixth grades host several opportunities for our students to meet the school counselors from their perspective middle schools. We work with middle schools to give our sixth graders an orientation to their new school. Harbor City Elementary office staff works together with administration to ensure that students in transition have their needs met. Our bookkeeper coordinates with transportation so that students can get to and from school safely. The office clerk communicates with parents and shares any concerns or questions that they may have during their time of transition.

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 Leadership Team meets once a week along with the coaches to address the academic needs of the students. The Leadership Team meets with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE specialist. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

Title I Part A- Harbor City Elementary School receives federal funding from the Title I program. We received \$238,015 for the 2019-2020 school year. This money is used to provide salaries for our Title I Coordinator/Parent Involvement Coordinator, Literacy Coach and four Instructional Assistants.

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Title I Part C Migrant- Harbor City Elementary has 0 students coded as migrants at this time.

Title I Part D- The district receives federal money; Part D is handled at the district level; NA at the elementary level.

Title II- Professional development is provided to teachers through the District Professional Development Office.

Title III- Harbor City Elementary has 12 students identified as in need of ELL services.

Title X Homeless- District receives money to support homeless students through a resource teacher at the district office. Harbor City currently has 15 students listed as in transition.

Supplemental Academic Instruction- Harbor City Elementary participates in the SAI program through ASP. Our ASP program for the 2019-2020 school year will focus on Reading and Mathematics. Harbor City has one guidance counselor. We participate in an anti bullying program by providing a school-side assembly.

Nutrition Programs- Harbor City students can apply for free and/or reduced lunch program. All students who attend Harbor City receive a free breakfast. We have an active fitness/wellness plan with one highly qualified PE teacher.

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

The partnership that Harbor City has with Westshore Jr. Sr. High School and our Middle Schools - Hoover, Johnson and Stone all of Harbor City's 6th graders are able to participate in orientation meetings and school tours of their campuses. Students are able to ask questions and learn about options that they will have in the future. Additionally, Harbor City partnered with a local business, Thales, who provided our female students in grades 4-6 with STEM activities once a month.