

Manatee County Public Schools

Barbara A Harvey Elementary School



2020-21 Schoolwide Improvement Plan

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Barbara A Harvey Elementary School

8610 115TH AVE E, Parrish, FL 34219

<https://www.manateeschools.net/harvey>

Demographics

Principal: Hayley Rio

Start Date for this Principal: 3/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Manatee 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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Barbara A Harvey Elementary School

8610 115TH AVE E, Parrish, FL 34219

<https://www.manateeschools.net/harvey>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">36%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">35%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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.

Barbara Harvey Elementary reflects our namesake: Passionate and dedicated educators who treat everyone like family. We give away hugs while elevating academic success. We care for each child, finding their learning style and adapting to their needs. We connect with parents and the community to produce socially responsible citizens of the world. We make memories every day in a warm and friendly environment so students feel valued. Our passion is contagious!

Provide the school's vision statement.

We will create a sense of family while providing lifelong memories for our students and instilling a passion for learning.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rio, Hayley	Principal	To ensure the safety and security of our campus while providing a highly effective instructional learning environment for our students and staff. Duties include reviewing and monitoring safety concerns, monitoring data, providing professional learning for staff, involving the community, and monitoring the overall instructional environment.
Whightsel, Kristina	Dean	To support the administration in their duties and also co-chair the Intensive Support Team to assist teachers in identifying students needing tier 2 and 3 interventions, develop and monitoring interventions and next steps.
Keezer, Andrea	Assistant Principal	To ensure the safety and security of our campus while providing a highly effective instructional learning environment for our students and staff. Duties include reviewing and monitoring safety concerns, monitoring data, providing professional learning for staff, involving the community, and monitoring the overall instructional environment.

Demographic Information

Principal start date

Friday 3/1/2019, Hayley Rio

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2019-20 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
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SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	133	110	98	94	93	107	0	0	0	0	0	0	0	635
Attendance below 90 percent	8	6	4	4	1	6	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	6	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	6	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/8/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	86	70	92	92	69	0	0	0	0	0	0	0	501
Attendance below 90 percent	9	7	6	5	3	0	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	8	15	12	0	0	0	0	0	0	0	35

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	92	86	70	92	92	69	0	0	0	0	0	0	0	501
Attendance below 90 percent	9	7	6	5	3	0	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	8	15	12	0	0	0	0	0	0	0	35

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0%	52%	57%	0%	50%	55%
ELA Learning Gains	0%	57%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	55%	53%	0%	53%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	0%	63%	63%	0%	55%	61%
Math Learning Gains	0%	68%	62%	0%	59%	61%
Math Lowest 25th Percentile	0%	53%	51%	0%	47%	51%
Science Achievement	0%	48%	53%	0%	42%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

Barbara A. Harvey Elementary opened in the 19-20 school year. Due to COVID-19 we were not able to participate in statewide assessment during the 19-20 school year so we do not have any existing statewide assessment data. Using 2nd quarter benchmark data, we can determine that ELA is a greater area of focus than math due to 58% proficiency in ELA and 73% in math for our 3rd-5th graders in the 19-20 school year.

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

NA- Barbara A. Harvey Elementary opened in the 19-20 school year. Due to COVID-19 we were not able to participate in statewide assessment during the 19-20 school year so we do not have any existing statewide assessment data.

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.

NA- Barbara A. Harvey Elementary opened in the 19-20 school year. Due to COVID-19 we were not able to participate in statewide assessment during the 19-20 school year so we do not have any existing statewide assessment data.

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

NA- Barbara A. Harvey Elementary opened in the 19-20 school year. Due to COVID-19 we were not able to participate in statewide assessment during the 19-20 school year so we do not have any existing statewide assessment data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The staff of Harvey Elementary will be closely monitoring our students who comprise our lowest quartile. This only pertains to our 5th graders and students who were retained in 3rd grade during the 18-19 school year.

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

1. At least 50% of our students in our lowest quartile making learning gains in ELA.
2. At least 50% of our students in our lowest quartile making learning gains in math.
3. At least 50% of our students comprising our subgroups achieving proficiency and learning gains in ELA.
4. At least 50% of our students comprising our subgroups achieving proficiency and learning gains in math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Learning gains for our lowest quartile students are especially important so that these lowest achieving students are making academic growth while also contributing to our school grade in the areas of lowest quartile learning gains, overall learning gains, and also proficiency.

Measurable Outcome: By the end of the 20-21 school year, at least 50% of Harvey Elementary's lowest quartile students will demonstrate learning gains as evidenced by the ELA portion of the FSA.

Person responsible for monitoring outcome: Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy: i-Ready and LLI will be utilized as supplemental resources for remediation and in some cases, as an intervention. There is a schoolwide remediation time and a support team to facilitate the utilization of these resources. Time will be provided through weekly TLC's for teachers to collaborate with standards based planning. Data meetings will be held regularly to monitor student progress and make adjustments to instruction, as needed. The MTSS process will be initiated for students, when appropriate.

Rationale for Evidence-based Strategy: i-Ready and LLI are research based programs that are accepted by Manatee County as supplemental resources and for intervention purposes.

Action Steps to Implement

1. Provide schedule and support staff for schoolwide remediation block.
2. Secure LLI materials and provide training to staff.
3. Utilize TLC's for collaborative planning and data review.
4. Monitor student growth through use of data charts and review.
5. Adjust instruction and provide professional learning for teachers, as needed.

Person Responsible: Hayley Rio (rio2h@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Learning gains for our lowest quartile students are especially important so that these lowest achieving students are making academic growth while also contributing to our school grade in the areas of lowest quartile learning gains, overall learning gains, and proficiency.

Measurable Outcome: By the end of the 20-21 school year, at least 50% of Harvey Elementary's lowest quartile students will demonstrate learning gains as evidenced by the math portion of the FSA.

Person responsible for monitoring outcome: Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy: i-Ready may be utilized as a remediation tool and as an intervention, if needed. Envision math is being utilized as a core instructional material. In addition, Acaletics is being utilized with our 4th and 5th grade students. Time will be provided through weekly TLC's for teachers to collaborate with standards based planning. Data meetings will be held regularly to monitor student progress and make adjustments to instruction. The MTSS process will be initiated for students, when appropriate.

Rationale for Evidence-based Strategy: i-Ready is a research based program that is accepted by Manatee County as an intervention. Envision was chosen as the District adopted math textbook series and Acaletics has been purchased as a supplemental resource.

Action Steps to Implement

1. Encourage teachers to attend any available Envision and Acaletics math training.
2. Provide an opportunity for teacher to receive instructional support from our District Curriculum Specialist and school based master teachers.
3. Utilize TLC's for collaborative planning and data review.
4. Monitor student growth through use of data charts and review.
5. Adjust instruction and provide additional professional learning opportunities for teachers, as needed.

Person Responsible: Hayley Rio (rio2h@manateeschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Subgroups comprise our population at Harvey Elementary. It is important that all of our students demonstrate proficiency and make learning gains.

Measurable Outcome:

By the end of the 20-21 school year, at least 50% of the students in third through fifth grade in the subgroups at Harvey Elementary will demonstrate proficiency and learning gains as evidenced by the ELA and math portions of the FSA.

Person responsible for monitoring outcome:

Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy:

Time will be provided through weekly TLC's for teachers to collaborate with standards based planning. Data meetings will be held regularly to monitor student progress and make adjustments to instruction. Data collection methods (data charts and progress monitoring spreadsheet) will include the identification of the students in our subgroups. Students will be supported through the MTSS process, as needed.

Instructional resources will include: i-Ready, core curriculum materials, LLI, Acaletics, and evidenced based interventions.

Rationale for Evidence-based Strategy:

The instructional materials being utilized are on the State approved list of instructional materials or have been identified by the District as programs that are appropriate as supplemental resources or intervention programs.

Action Steps to Implement

1. Identify students that comprise the subgroups at Harvey.
2. Inform the teachers of the subgroups and the composition of those groups.
3. Utilize our data collection methods and incorporate the identification of the students' subgroups.
4. Monitor progress, adjust instruction as needed and initiate the MTSS process when appropriate.
5. Provide professional development for teachers in identified areas of need.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All areas of need have been addressed and are considered to be priorities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Creating a positive school culture and climate are priorities at Harvey. Many of our staff made home visits to their students' families prior to the start of the school year. We use social media to highlight the social and academic growth of our students and give parents/community a peek inside our campus. Connected messages are sent weekly and monthly PTO/SAC meetings are held so parents receive regular communication and feel informed about Harvey events and happenings. When school wide decisions need to be made, parents may be surveyed using Survey Monkey or Connected surveys so their opinions are valued and considered. Harvey has implemented a collaborative school wide House system that motivates and encourages our students. Families are excited about and support our Houses too. Finally, we have a Sunshine committee that works with our PTO and creates a bridge between staff and families with communication and joint events such as treat trolley's for staff, a parent supplied snack basket that's available in our staff lounge, etc.

Prior to COVID-19, volunteers were welcome on campus.

Prior to COVID-19, parents were welcome to eat breakfast and lunch on campus with their children. Hopefully, we will be able to reinstate these opportunities at some point in the future.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	140-Substitute Teachers	0857 - Barbara A Harvey Elementary School	School Improvement Funds		\$3,000.00
<i>Notes: Substitutes for academic planning to support SIP goal.</i>						
	5100	500-Materials and Supplies	0857 - Barbara A Harvey Elementary School	School Improvement Funds		\$3,000.00

			<i>Notes: Professional development materials intended to support SIP goal.</i>			
	5100	500-Materials and Supplies	0857 - Barbara A Harvey Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Academic resources to support SIP goal.</i>			
	5100	500-Materials and Supplies	0857 - Barbara A Harvey Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Safety initiatives needed based on principal's discretion in order to maintain an academic learning environment to support our SIP goals.</i>			
					Total:	\$12,000.00