

Brevard Public Schools

Harbor City Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	21
Positive Culture & Environment	27
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: 9/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: B (55%) 2017-18: C (51%) 2016-17: B (58%) 2015-16: C (41%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	0

Harbor City Elementary School

1377 SARNO RD, Melbourne, FL 32935

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	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	36%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

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SIP Authority

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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 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, position title, and job duties/responsibilities 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.</p> <ol style="list-style-type: none"> 1. Manage and administer the overall instructional program. 2. Manage and administer the overall activities of assessing and developing the instructional program. 3. Manage and administer the selection of textbooks, material, and equipment. 4. Manage and administer the instructional program so as to ensure all students have the opportunity to learn. 5. Manage and administer the accreditation program. 6. Participate in the development of District guides related to instruction and personnel. 7. Manage and administer the district testing program. 8. Manage and administer the instructional program as instructed by District guidelines. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise, and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate District offices. 16. Manage the discipline of students on buses, including statutory provisions for suspension. 17. Coordinate and supervise the transportation service at the assigned school. 18. Maintain a high visibility within all areas of the facility. 19. Manage the discipline of students on campus, including statutory provision for suspension and adhering to adopted District policies. 20. Manage and supervise the function of financial planning of the school, including the preparation of the school's budget. 21. Manage and supervise the financial resources of the school. 22. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment, and services. 23. Manage and administer the preparation of financial reports for the school. 24. Manage and administer the function of pupil accounting at the school, as it pertains to funding and attendance. 25. Manage and administer through statute and District guidelines, the school food service. 26. Develop and maintain positive school/community relations and act as liaison between the two. 27. Actively participate in the recruitment of business partnerships to benefit

Name	Title	Job Duties and Responsibilities
		<p>the school community.</p> <p>28. Establish guidelines for proper pupil conduct and effective disciplinary procedures and policies.</p> <p>29. Assign and supervise special tasks to school personnel.</p> <p>30. Assign to teachers such responsibility and authority for pupil control as deemed appropriate.</p> <p>31. Verbally communicate through staff meetings for the purpose of keeping staff informed of policy, procedures, instructional programs, and existing programs.</p> <p>32. Actively participate in District management meetings and other required meetings.</p> <p>33. Provide leadership in the event of school crisis through a high level of physical activity.</p> <p>34. Maintain accountability of property inventory records and security of school property.</p> <p>35. Develop the master schedule for teachers and assign teachers by identified needs.</p> <p>36. Provide leadership for, and supervision of, extracurricular activities/ events/programs.</p> <p>37. Approve school-sponsored activities and maintain a calendar of all school events.</p> <p>38. Provide for the articulation of the school's instructional program among school personnel.</p> <p>39. Administer and develop certified and support staff duty rosters for the school.</p> <p>40. Provide leadership in the school improvement process.</p> <p>41. Effectively handle students in confrontational situations.</p> <p>42. Supervise the guidance program to enhance individual student educational and developmental needs.</p> <p>43. Orient newly assigned staff members and assist in their development.</p> <p>44. Assume all duties and responsibilities as outlined in Florida statute.</p> <p>45. Provide a quick response to any emergency situations indoors/outdoors on the school site.</p> <p>46. Be proactive in decisions relating to school and community well-being.</p> <p>47. Function as a member of the Superintendent's District-wide management team.</p> <p>48. Awareness in – and management of – Board policy and State statutes relating to Exceptional Education guidelines.</p> <p>49. Provide outstanding customer service and use positive interpersonal communications skills.</p> <p>50. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values.</p> <p>51. Ensure compliance with Board rules and applicable federal laws and regulations.</p>
Lanterman, Tami	Assistant Principal	<p>To assist teachers and the principal in providing a dynamic setting for learning.</p> <p>Listed below are the essential job duties and responsibilities of an assistant</p>

Name	Title	Job Duties and Responsibilities
		<p>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. 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.

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.

Landress, Jennifer	Instructional Coach	<ol 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
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Name	Title	Job Duties and Responsibilities
		<p>strategies and materials reflecting each student's culture, learning style, special needs and socioeconomic background.</p> <ol style="list-style-type: none"> 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). 18. Assist in the enforcement of all federal, state and district regulations, policies and procedures. 19. Monitor students in a testing environment. 20. Consult and collaborate with teachers concerning implementation of effective strategies to assist struggling students. 21. Recommend curricular adjustments to meet the learning needs of individual students. 22. Provide outstanding customer service, and use positive interpersonal communication skills. 23. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values. 24. Ensure compliance with Board rules and applicable federal laws and regulations.
Tingle, Matt	Teacher, K-12	<ol style="list-style-type: none"> 1. Diagnose and analyze for the purpose of providing appropriate instruction. 2. Plan and organize for appropriate instruction. 3. Base instruction on the developmental stages of students. 4. Utilize a variety of instructional techniques to meet the individual needs of students. 5. Evaluate student's progress on a regular basis. 6. Utilize classroom management techniques conducive to an effective classroom climate. 7. Instill pride and self-confidence in students. 8. Show a sensitivity to students, parents and community. 9. Maintain professional relationship between school and parents.

Name	Title	Job Duties and Responsibilities
		10. Maintain records as required. 11. Assist in protection of students and school property. 12. Perform supervisory duties as assigned by principal. 13. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking of students. 14. Use appropriate Instruction strategies and materials the reflect each student's culture, learning styles, special needs and socioeconomic background. 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. 16. Assist in the enforcement of all federal, state and district regulations, policies and procedures. 17. Monitor students in a testing environment. 18. Provide outstanding customer service, and use positive interpersonal communicational skills. 19. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values. 20. Ensure compliance with Board rules and applicable federal laws and regulations.

Demographic Information

Principal start date

Tuesday 9/1/2020, Christine Boyd E

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.*

0

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.*

6

Total number of teacher positions allocated to the school

31

Demographic Data

2020-21 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

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: B (55%) 2017-18: C (51%) 2016-17: B (58%) 2015-16: C (41%)
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 .	

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	51	53	50	45	41	38	41	0	0	0	0	0	0	319
Attendance below 90 percent	5	13	16	8	8	4	7	0	0	0	0	0	0	61
One or more suspensions	1	1	3	3	2	2	2	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	3	6	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	4	0	0	0	0	0	0	10

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	1	1	2	0	1	5	5	0	0	0	0	0	0	15

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	8	3	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 9/17/2020

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	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

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	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

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	
	(0)	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	1
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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% on 2018 FSA

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 increase of interventions 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.

We administered the Iready Fall D1 diagnostic for 2020-2021 in September for grades 1-6. We had

31 students identified in our L25% last year and of those 11 have returned for this school year and 9 of these showed an increase in their reading scores. As we reviewed the most current data on our students, we determined that we would continue with the strategies we have set in place, as when the district went to distance learning in the Spring of 2020 we were not able to continue the strategies due to the COVID-19 pandemic.

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 and one dropped to L3. Sixth 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 due to new teachers to the school and grade level. The absences in sixth grade were a factor as were some behavioral issues that disrupts instruction and focus.

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.

We believe that our Tier I instruction is solid and working well. We added new programs to support added support for all students through daily Walk to Interventions. All students are assigned small working groups 30 minutes daily based on their individual Iready diagnostic. 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; students are moved to new groups as the data reflect. We noticed that phonics and vocabulary were weak areas and have purchased these programs (Crack the Code, Lucy Caulkins Phonics) for our Tier 2 and Tier 3 intervention groups for the 2020-2021 school year.

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

Our most improved—ELA L25%:

This is evidence that our Tier I instruction is working well. We added new programs (Crack the Code, Lucy Caulkins Phonics) for our Tier 2 and Tier 3 intervention groups for the 2020-2021 school year to provide added support for all students through daily Walk to Interventions. All students are assigned small working groups for 30 minutes daily based on their individual Iready diagnostic. The Literacy Coach, teachers and MTSS team work collaboratively to plan and analyze the interventions for students in Tier 2 and Tier 3 groups; students are moved to new groups as the data reflect. We noticed that phonics and vocabulary were weak areas and purchased these programs (Crack the Code, Lucy Caulkins Phonics) for our Tier 2 and Tier 3 intervention groups for 2020-2021. 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.

We administered the Iready Fall D1 diagnostic for 2020-2021 in September for grades 1-6. In Reading, 31% of our students are in Tier 1, 48% in Tier 2 and 21% at risk in Tier 3. As we reviewed the most current data on our students, we determined that we would continue with the strategies we

have set in place, as when the district went to distance learning in the Spring of 2020 we were not able to continue the strategies we had set in place due to the COVID-19 pandemic.

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

EWS—Areas of concern—attendance, behavior, and Level I data.

6th grade had 16 level 1 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 learning gains and math learning gains.
3. Monitor and adjust as needed learning gaps between whites and blacks and whites and multi-racial students.
4. Monitor Level 4 and 5 students to maintain and increase status.
5. Monitor the eLearning students at all grade levels

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

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

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. The leadership team met with teachers at preplanning where we spent the day, virtually, going over all the data we had from i-Ready and the last FSA scores. We determined and agreed that foundational skills needed to be an area of instruction to help our students with comprehension. Our writing scores continued to remain an average of less than 7 of 10 indicators for student success so we determined that Write Scores needed to be administered for three data points.

**Area of
Focus
Description
and
Rationale:**

We agreed that the Wit and Wisdom reading program was supporting our reading at high levels in grades 2-6. Therefore, we determined we would purchase the program for grades K-1. Harbor City also bought the following for ELA: Cracking The Code, a vocabulary program for grades 4-6 (T), Lucy Calkins Units of Study in Phonics (grades K-2 (T)), Heggerty Phonemic Awareness (grades K-2) (T) and Write Score (grades 3-6) (T). We will also administer the i-Ready Growth Monitoring Tool for our students to assess our progress among our subgroups as defined in ESSA; our Blacks and Multi-racial are specifically targeted We have three full-time Instructional Assistants through Title I, allowing us four and a half adults (teacher, half time Literacy Coach, and 3 assistants) (T) supporting students and teachers daily in the instructional programs.

We administered the i-Ready Fall D1 diagnostic for 2020-2021 in September for grades 1-6. In Reading, 31% of our students are in Tier 1, 48% in Tier 2 and 21% at risk in Tier 3. As we reviewed the most current data on our students, we determined that we would continue with the strategies we had set in place for 2019-2020. When the district went to distance learning in the Spring of 2020 we were not able to continue the strategies we had set in place due to the COVID-19 pandemic.

The data display an increase in our FSA ELA scores: Goals for 2021 ELA FSA:
03 2019 67% 04 2019 55% 03 69% 04 57%
2018 48% 2018 48%
05 2019 53% 06 2019 52% 05 59% 06 54%
2018 57% 2018 41%

**Measurable
Outcome:**

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 2021 at all levels.

We continually monitor the gap in student achievement as defined in ESSA between all subgroups with emphasis on higher gaps between white students and multi-racial students and white students and black students. We will also monitor our economically advantaged and disadvantaged students as reflected in our School Best Practices for Inclusive Education (BPIE) Plan. We will also administer the i-Ready Growth Monitoring Tool (T) for our students to assess our progress among our subgroups as defined in ESSA; our Blacks and Multi-racial are specifically targeted. Our gap increased this year but we out performed the district and state in closing this gap by no less than two percentage points and will continue this goal.

Person responsible for monitoring outcome:

Joy Salamone (salamone.joy@brevardschools.org)

In 2019-2020 we purchased Wit and Wisdom for grade levels K-1.(T) Harbor City will continue to use the following for ELA: Cracking The Code (grades 4-6), (T) Lucy Calkins Units of Study in Phonics (grades K-2) (T) and Write Score (grades 3-6) using Title I dollars. (T)

We will use data from i-Ready diagnostic (D1) to place all students in grades K-6 in Walk-to Intervention (WTI) groups daily for 30 minutes to support closing the learning gaps for the individual child. The groups will be monitored and adjusted every four and half weeks.

We will continue to meet with teachers in monthly 90-minute planning blocks alternating ELA and Math for professional development training. The 2019 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 and Title I teacher use this time to set instructional plans for the month with grade levels. They work directly with teachers modeling and monitoring instruction.

Evidence-based Strategy:

We will continue to plan and implement training for all teachers in the BPS Excellent Instruction model teaching. Teachers will share with each other at faculty meetings.

We will continue monthly Instructional rounds within our school, grade level to grade level. Walkthroughs by the leadership team and follow-up feedback sessions will be completed weekly.

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 (i-Ready, Standards Mastery Testing, 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.

Rationale for Evidence-based Strategy:

In 2020-2021 we are again 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 3-6). We added another full-time Instructional Assistant through Title I, allowing us five adults (teacher and 4 assistants) supporting students daily in the instructional programs. Our Walk-To Intervention (WTI) plan has helped us to support the learning gaps we see in our students as evidenced in the

i-Ready scores at every grade level in February 2020. We are planning to add another interventionist (T) to keep our instructional groups smaller, we will also use the i-Ready Growth Monitoring Tool to check on success along the way.

Through frequent classroom walkthroughs, classroom observations and conferences, the leadership team will 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 Steps to Implement

Leadership Team will provide teachers with an additional 90-minute common planning time per month facilitated by the Literacy Coach (.5 T) and Title 1 Teacher (T) to build standards-based ELA lessons.

ELA Coach (.5 T) and Title 1 Teacher (T) will provide an agenda for the additional 90-minute common planning time per month, to guide grade level teachers with ELA standards focused planning/text-based writing strategies. The teachers will share scaffolding strategies being used for student success.

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

Leadership Team will monitor student data weekly with a strategic focus on student subgroups, which includes school wide Walk to Intervention (WTI). We will use the i-Ready Growth Monitoring Tool to assess success along the way.

Person Responsible Jennifer Landress (landress.jennifer@brevardschools.org)

Leadership Team along with grade level teams will conduct monthly walkthroughs focused on the Brevard Vision for Excellence Instruction.

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

Leadership Team members will collaborate and analyze data and student instructional tiers with teachers bi-weekly for targeted coaching support with Literacy Coach and Title I Teacher.

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

#2. Instructional Practice specifically relating to Math

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. Sixth grade accounted for 4 of these 8 students. Additionally, 6 students who had been L4 in

Area of Focus Description and Rationale:

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.

As teachers and the leadership reviewed the most current data from i-Ready in February 2020, we noted that students were showing a strong increase in their math scores at all grade levels. We continued to monitor the Level 4 and level 5 and noted that our level 1 students had decreased by 32% overall in grades 4 and 5. Therefore, based on this data from i-Ready we determined that we would continue with the strategies we had set in place when the district went to distance learning in the Spring of 2020 due to the COVID-19 pandemic.

Measurable Outcome:

It is our goal to raise student achievement by no less that two percentage points in Math at all levels.

The data display an increase in our FSA Math scores: Goals for 2021 Math FSA:

03 2019 78% 04 2019 62% 03 80% 04 64%

2018 47% 2018 49%

05 2019 56% 06 2019 52% 05 58% 06 54%

2018 63% 2018 53%

Person responsible for monitoring outcome:

Joy Salamone (salamone.joy@brevardschools.org)

Evidence-based Strategy:

We will use Eureka Math in grades K-6, Zearn.com, and add the math i-Ready Tool box for improvement at all levels.

We are using Title I dollars to purchase an on-line program Reflux (T), in third grade to help with basic math facts, as in looking at 3rd grade i-Ready scores teachers expressed concern that many student errors were simple fact mistakes. One of our teachers had written a grant to help with this problem and the program was very successful. We had determined to use it for all third grade students.

Our Title I Teacher (T) and assistants (T) work directly with groups of students daily to improve math skills.

In February, our Title I teacher will add math party extra support time, to our week, this is a pull out program in 4th, 5th and 6th grades for our lowest math students. Students meet with teacher for 40 minutes three times a week to work on extra math strategies to strengthen attitude and performance.

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 1 (16) and 13 who have attendance rate below 90%.

Action Steps to Implement

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, (T) in third grade to help with math facts. Eureka Workbooks will be purchased for 6th grade to help with eLearning/brick and mortar students getting the same content in a more consistent format for learning.

Our Title I Teacher (T) and assistants (T) will work directly with groups of students daily to improve math skills.

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

Leadership Team will provide teachers with an additional 90-minute common planning time per month facilitated by the Literacy Coach (T) and Title 1 Teacher (T) to build standards-based Math lessons. We will continue to meet with teachers in monthly 90-minute planning blocks alternating ELA and Math for professional development training. The 2019 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 and Math Coaches use this time to set instructional plans for the month with grade levels. They work directly with teachers modeling and monitoring instruction.

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

Leadership Team will monitor student data weekly with a strategic focus on student subgroups, which includes school-wide walk to intervention.

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

We will continue to plan and implement training for all teachers in the BPS Vision for Excellent Instruction model. We will conduct Professional Development (T) as part of our training on new standards and our results from annual comprehensive assessment tools. We will plan and implement time for instructional Professional Development with the Eureka Math Digital Suite (T). Teachers will share with each other at faculty meetings.

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

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 (i-Ready, Standards Mastery Testing, District Science Assessments, and District Math Assessments) will support our monitoring efforts.

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

Additional Schoolwide Improvement Priorities

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

- 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. (T)**
- 3. Harbor City Elementary will continue the Positive Behavioral Interventions and Supports (PBIS) (T) 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 and offer PBIS incentives to our students. Students will get to shop at the Dolphin Mart (T) every nine weeks to purchase items with their dolphins.**

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.

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 stakeholder 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 stakeholders 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, Peachjar, Flyers for events, Involving stakeholders in decision making, Continue stakeholders involvement in creating the Compact Title 1 Plan and Parent Family Engagement Plan (PFEP), Stakeholders 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 Church, Rolling Readers, Melbourne Square Mall, Domino's, McDonalds and Wawa.

Increased Volunteer Hours (2019-2020 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 Church. Increase 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. Until COVID-19 restrictions are lifted these workshop will be virtual.

Parent Family and Engagement Plan (PFEP) Link

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