

Manatee County Public Schools

Barbara A Harvey Elementary School



2022-23 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: 8/23/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 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	2021-22: A (69%) 2018-19: No Grade 2017-18: 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	ATSI

* 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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<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>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">37%</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;">33%</p>

School Grades History

<p>Year</p>	<p>2021-22</p>	<p>2020-21</p>
<p>Grade</p>	<p>A</p>	

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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.

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.

Family, Memories, Passion

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Whightsel, Kristina	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.
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.

Demographic Information

Principal start date

Tuesday 8/23/2022, Hayley Rio

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,058

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	169	183	199	180	182	145	0	0	0	0	0	0	0	1058
Attendance below 90 percent	46	36	22	35	24	18	0	0	0	0	0	0	0	181
One or more suspensions	2	2	3	10	4	2	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	12	7	13	0	0	0	0	0	0	0	32
Course failure in Math	0	0	0	13	11	11	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	34	16	16	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	17	17	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	0	0	27	1	0	0	0	0	0	0	0	0	28

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	10	11	9	0	0	0	0	0	0	0	33

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	14	1	0	0	0	0	0	0	0	0	16
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

Wednesday 9/7/2022

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	145	170	141	162	116	117	0	0	0	0	0	0	0	851
Attendance below 90 percent	52	46	27	48	24	23	0	0	0	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	11	14	11	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	21	19	25	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	7	30	25	24	34	0	0	0	0	0	0	0	120

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	11	14	11	0	0	0	0	0	0	0	36

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	10	0	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	145	170	141	162	116	117	0	0	0	0	0	0	0	851
Attendance below 90 percent	52	46	27	48	24	23	0	0	0	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	11	14	11	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	21	19	25	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	7	30	25	24	34	0	0	0	0	0	0	0	120

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	11	14	11	0	0	0	0	0	0	0	36

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	10	0	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	55%	56%					52%	57%
ELA Learning Gains	70%							57%	58%
ELA Lowest 25th Percentile	64%							55%	53%
Math Achievement	76%	50%	50%					63%	63%
Math Learning Gains	79%							68%	62%
Math Lowest 25th Percentile	62%							53%	51%
Science Achievement	66%	65%	59%					48%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	46	50	35	44	39	6				
ELL	39	52	67	63	65	57	27				
BLK	37	55	40	53	76	73	33				
HSP	53	60	62	68	67	55	54				
MUL	72	91		88	100		70				
WHT	70	73	75	81	83	57	74				
FRL	51	65	65	66	76	64	48				
2021 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 2019-20	C & C Accel 2019-20
SWD	12	35	40	38	59		25				
ELL	22	43		43	64		21				
ASN	82			73							
BLK	21			53							
HSP	33	50	46	52	77	80	42				
MUL	80			80							
WHT	73	74		85	94	90	87				
FRL	38	49	60	60	71	77	53				
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	73
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Harvey's overall strength area is math
- 4th/5th gr. ELA and Math achievement levels are strong
- 3rd gr. reading achievement levels are the lowest among the grade levels
- The following subgroups need attention- SWD's, ELL, Black/African American
- Overall, math proficiency grew, although learning gains and lowest quartile data indicated a slight drop in gains
- Overall, ELA data increased in all areas, but is still a lower performance area than math

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- Continue to strengthen ELA achievement and maintain math proficiency.
- Science needs to continue to be a focus area among 3rd-5th grade levels. There was a slight drop in proficiency from 2021 to 2022, although it was not significant.
- Of utmost concern, is the performance of our students with disabilities (SWD). Currently only 18% of our SWD's are performing at a level of proficiency in ELA and 35% are proficient in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Rapid student growth continues to be a factor in Harvey's achievement data. From year to year, we are comparing different groups of students due to the addition of a large number of incoming students throughout the year. Additionally, rapid student growth necessitates larger class sizes and new teachers being hired. These factors can create challenges in the instructional momentum in our classrooms.

We are implementing an inclusion model for our ESE resource students this year which will keep students in their classrooms and provide an additional layer of support. It's hoped that this continuity of instruction with the opportunity for additional instructional support will benefit our SWD's.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Gains were noted in all ELA areas: overall ELA proficiency, overall learning gains, and learning gains for our lowest quartile students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Harvey staff members continue to focus on the area of reading and creating a passion for reading within our students. We utilize a variety of instructional methods and resources. Differentiated instruction occurs by targeting students' areas of need through small group instruction. Additionally, during the 2021-2022 school year, we focused on developing our proficiency in the use of Literacy Footprints as an effective supplemental resource.

What strategies will need to be implemented in order to accelerate learning?

Harvey staff will continue to differentiate instruction so that the needs of all learners are being met. This strategy is assisted by the use of rich classroom libraries that contain texts in a variety of genres and topics of students' interests. Teachers will continue to visit each other's classrooms and learn from colleagues as an effective form of professional development. We participate in all district provided training opportunities and seek additionally opportunities through conferences and trainings outside of the district provided resources.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Harvey supports classroom visitations for all teachers. Additionally, instructional coaching cycles can be provided, as needed. Teachers are encouraged to partake in professional development during the school year and our PTO financially supports summer learning opportunities for teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will effectively utilize our Millage and ESSER funds to ensure we are targeting the needs of all of our learners. Some examples of this include the use of small group tutoring sessions, strategic instructional planning by teachers that is based on data, enrichment clubs and the use of substitutes to provide tutoring to students in need of this support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently, 18% of Harvey's SWD's are performing at a level of proficiency in ELA and 35% of Harvey's SWD's are performing at a level of proficiency in math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of the 22-23 school year, at least 40% of Harvey's SWD's will be performing at a level of proficiency as measured by the FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The performance of our SWD's will be monitored three times a year according to the FAST and also through school and classroom based assessments.

Person responsible for monitoring outcome:

Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

In addition to the district's primary instructional resources, based on their needs, SWD's may receive ELA supplemental instruction through the use of SIPPS, i-Ready toolkit lessons, and the Benchmark T2 intervention kit. In the area of math, Envision, along with First in Math and Success Maker (for K-2nd gr.) will be utilized with fidelity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources noted above are all district approved and provided resources. They have been vetted as quality instructional resources according to district and state guidelines.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training and support to staff on the implementation of the resources indicated above.

Person Responsible Hayley Rio (rio2h@manateeschools.net)

Monitor the effectiveness of the instruction our SWD's are receiving.

Person Responsible Hayley Rio (rio2h@manateeschools.net)

Provide regular opportunities to review the data of our SWD's and adjust instruction accordingly.

Person Responsible Hayley Rio (rio2h@manateeschools.net)

Support teachers with professional development, as needed.

Person Responsible Hayley Rio (rio2h@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math proficiency is a strength at Harvey. Although we demonstrated an increase in ELA proficiency last year, it continues to be an area of focus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year, at least 65% of Harvey's 3rd-5th grade students will demonstrate proficiency in ELA according to the FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The performance of our SWD's will be monitored three times a year according to the FAST and also through school and classroom based assessments.

Person responsible for monitoring outcome:

Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In addition to the district's primary instructional resources, based on their needs, SWD's may receive ELA supplemental instruction through the use of SIPPS, i-Ready toolkit lessons, and the Benchmark T2 intervention kit.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources noted above are all district approved and provided resources. They have been vetted as quality instructional resources according to district and state guidelines.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training and support to staff on the implementation of the resources indicated above.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Monitor the effectiveness of the ELA instruction our students are receiving.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Provide regular opportunities to review our students' data and adjust instruction accordingly.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Support teachers with training and additional resources, as needed.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

We saw a 4% decrease in science proficiency last year with 66% of Harvey's 5th graders scoring a level 3 or above on the state assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year, at least 70% of Harvey's 5th grade students will demonstrate proficiency in science according to the SSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The performance of our 5th graders will be monitored through district benchmark assessments and also through classroom based assessments.

Person responsible for monitoring outcome:

Hayley Rio (rio2h@manateeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

In addition to the district's primary instructional resources, teachers will utilize the science resources available in Schoology and hands-on experiments through weekly classroom labs.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources noted above are all district approved and provided resources. They have been vetted as quality instructional resources according to district and state guidelines.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training and support to new staff on the implementation of the resources indicated above.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Monitor the effectiveness of the science instruction our students are receiving.

Person Responsible

Hayley Rio (rio2h@manateeschools.net)

Provide regular opportunities to review our students' data and adjust instruction accordingly.

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Ensure the 3rd and 4th grade teams are providing regular science instruction to support the tested science standards in 5th grade.

Person Responsible

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RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Faculty Commitment

Evident daily in the desire to demonstrate "The Harvey Difference" in every aspect of our school. New staff members are quickly 'onboarded' by teammates and administration.

Expectations & Rules

SHARKS Expectation for our school drive classroom behavior plans. Classroom mission statements are posted outside of every classroom.

Teachers implement behavior management plans that are aligned with SPARK. Students are taught strategies for activities and transitions that are aligned with CHAMPS.

Reward/Recognition Program

We use "Fin"tastic Actions to recognize individual students and adults on campus. Additionally, we use a House System to award points for students demonstrating positive character traits.

Family, Memories, Passion

Our vision drives all that we do at Harvey.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration- Oversee and support implementation of goal, expectations and resources.

Staff- Everyone takes ownership of our students collectively and promotes a positive culture and environment.

Students- Take an active role and ownership in the school environment and promote the expectations with their peer group.

Parents- Have an awareness of the culture at Harvey and the expectations carry through to the home environment.