Brevard Public Schools

Port Malabar Elementary School

2019-20 School Improvement Plan

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Port Malabar Elementary School

301 PIONEER AVE NE, Palm Bay, FL 32907

http://www.portmalabar.es.brevard.k12.fl.us

Demographics

Principal: Cindy Whalin D

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A

* 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.](http://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

To create a positive, caring environment where all students are inspired to succeed and remain on a path of lifelong learning. (revised 2017)

Provide the school's vision statement

To serve every student with excellence as the standard. (revised 2017)

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Rubick, Gregory	Principal	Greg Rubick is the principal and serves as the instructional leader, overseeing all aspects of school improvement including personnel, student achievement, and school safety. He facilitates collaboration and problem solving among the staff to ensure the implementation of high quality instructional practices utilizing the MTSS process. Mr. Rubick is a member of IPST, the School Advisory Council, and PTO where he communicates school-wide data involving all stakeholders. He also ensures that school safety and student well-being remain high priorities contributing to student success.
Haman, Heather	Guidance Counselor	Heather Haman is one of our School Counselors and serves as our School Advisory Council Chair. She facilitates the MTSS process, developing plans for students needing individual progress monitoring, exceptional student education, and individual accommodations. She is a member of the RtI team and facilitates IPST. She coordinates staff development related to social/emotional growth, classroom management, and behavior interventions.
Kahler, Stefania	Teacher, K-12	Stefania Kahler is the Title One Coordinator and she supports tiered interventions, data collection, and student progress monitoring. She co-facilitates the RtI team and meets with teachers bi-weekly to monitor students who are academically at risk. Mrs. Kahler plans and organizes Family Involvement events, provides professional development, and is the Treasurer of the School Advisory Council.
King, Michelle	Instructional Coach	Michelle King is our Literacy Coach and serves as a School Advisory Council member. She monitors instruction and student mastery of the standards and oversees all Reading programs. Mrs. King meets weekly with teachers to plan and model standards-based lessons and district initiatives. She co-facilitates bi-weekly RtI meetings to analyze student data and plan tiered instruction. She plans professional development opportunities for teachers and leads the ELA professional learning community.
Fredenburg, Michael	Assistant Principal	Michael Fredenburg is the assistant principal, and supports various aspects of school improvement including curriculum, student discipline, and facility security and safety. Additionally, he coordinates the Beginning Teacher Program, plans professional development, and serves as the school testing coordinator. He co-facilitates the RtI meetings and ensures teachers are closely monitoring student progress.

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	97	106	77	92	86	105	116	0	0	0	0	0	0	679
Attendance below 90 percent	18	50	29	34	35	35	37	0	0	0	0	0	0	238
One or more suspensions	1	2	8	6	5	18	7	0	0	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	6	10	7	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	1	20	27	41	0	0	0	0	0	0	89
Level 1 on ELA FSA	0	0	0	1	13	18	18	0	0	0	0	0	0	50
Level 1 on Math FSA	0	0	0	1	13	23	34	0	0	0	0	0	0	71

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	1	6	5	12	24	24	0	0	0	0	0	0	72

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	11	7	3	1	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
57

Date this data was collected or last updated
Monday 9/9/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	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	61%	62%	57%	56%	60%	56%
ELA Learning Gains	67%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile	68%	57%	53%	41%	46%	48%
Math Achievement	58%	63%	63%	54%	62%	62%
Math Learning Gains	62%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile	50%	53%	51%	46%	49%	47%
Science Achievement	47%	57%	53%	49%	57%	55%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	97 (0)	106 (0)	77 (0)	92 (0)	86 (0)	105 (0)	116 (0)	679 (0)
Attendance below 90 percent	18 ()	50 ()	29 ()	34 ()	35 ()	35 ()	37 ()	238 (0)
One or more suspensions	1 ()	2 (0)	8 (0)	6 (0)	5 (0)	18 (0)	7 (0)	47 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	6 (0)	10 (0)	7 (0)	23 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	20 (0)	27 (0)	41 (0)	89 (0)
Level 1 on ELA FSA	0 (0)	0 (0)	0 (0)	1 (0)	13 (0)	18 (0)	18 (0)	50 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	
Level 1 on Math FSA	0 (0)	0 (0)	0 (0)	1 (0)	13 (0)	23 (0)	34 (0)	71 (0)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	64%	64%	0%	58%	6%
	2018	60%	63%	-3%	57%	3%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	59%	61%	-2%	58%	1%
	2018	52%	57%	-5%	56%	-4%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
05	2019	58%	60%	-2%	56%	2%
	2018	45%	54%	-9%	55%	-10%
Same Grade Comparison		13%				
Cohort Comparison		6%				
06	2019	57%	60%	-3%	54%	3%
	2018	61%	63%	-2%	52%	9%
Same Grade Comparison		-4%				
Cohort Comparison		12%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	58%	61%	-3%	62%	-4%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	44%	59%	-15%	62%	-18%
Same Grade Comparison		15%				
Cohort Comparison		3%				
05	2019	41%	60%	-19%	60%	-19%
	2018	56%	58%	-2%	61%	-5%
Same Grade Comparison		-15%				
Cohort Comparison		-3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	67%	2%	55%	14%
	2018	54%	68%	-14%	52%	2%
Same Grade Comparison		15%				
Cohort Comparison		13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	56%	-11%	53%	-8%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		-3%				
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 2016-17	C & C Accel 2016-17
SWD	33	55	59	36	53	41	24				
ELL	52	57		56	67						
BLK	42	63	82	41	57	61	30				
HSP	61	63	50	57	58	38	50				
MUL	64	71		63	67						
WHT	66	69	67	63	64	47	55				
FRL	53	66	70	48	59	51	39				

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 2015-16	C & C Accel 2015-16
SWD	24	40	39	21	45	41	24				
ELL	45	69		45	63						
BLK	39	51	45	34	60	47	32				
HSP	56	59	54	52	60	44	47				
MUL	58	57		52	70						
WHT	61	50	32	61	60	47	55				
FRL	51	49	37	46	55	44	41				

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)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	54
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	53
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students 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

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	62
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	56
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

Port Malabar students showed the lowest performance in the area of Science proficiency at 47%. (data based on 5th grade Science scores only) Our Science scores have declined for the past few years, as teachers have spent more instructional time focusing on improving reading and math. There are a limited number of minutes in a given school day, which impacts how we serve our ESE students who receive services for Speech, Language, OT/PT, or academic support. Students may miss science instruction as they are pulled to focus on their individualized goals and plans.

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

While Overall Math Achievement at Port Malabar went up from 54% in 2018 to 58% in 2019, we noted a decline when looking specifically at grade level data. While 44% of 4th graders were at proficiency in 2018 in Overall Math Achievement, only 41% of the cohort group of 5th graders scored at proficiency on the 2019 Math FSA test, a decline of 3%. Additionally, the 5th grade scores declined by 15% from 2018 to 2019.
Possible factors contributing to the declines in 5th grade Math may have been that the curriculum did not strongly align to the standards and there may have been inconsistencies in planning curriculum and instruction. Another possible factor could have been that a large percentage of students in this grade level were flagged with Early Warning Indicators including 23% of students presenting as SWD.

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

Port Malabar students (grades 3-6) performed 5% below the district and state in overall Math Achievement, with proficiency levels at 58% for Port Malabar students, and 63% for the district and state. Trends show that although our students performed below the district and state, we did increase in overall proficiency from 54% in 2018 to 58% in 2019. The biggest possible factor contributing to proficiency levels below the state include a lack of rigorous curriculum aligned to state standards. Kindergarten-Fifth Grade classrooms used the Envision Math curriculum for core instruction which has been found to be poorly aligned to MAFS.

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

In ELA, 68% of Port Malabar students in the Lowest 25th Percentile showed learning gains while only 53% of students in the state Lowest 25th Percentile made learning gains. This is a positive gap of 15% for Port Malabar. In 2018, only 41% of our students in the Lowest 25th Percentile made a learning gain on the FSA ELA. This was an increase of 27% for our school. Several factors may have contributed to our success in this area, but one of the biggest changes in curriculum school-wide was the addition of iReady online instruction and the use of the iReady Toolbox lessons monitored and implemented with fidelity.

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

Number of Level 1 students at risk academically

Number of students suspended one or more days

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

1. Improve Math Achievement
2. Improve Science Achievement
3. Continue upward trend of ELA Achievement
4. Continue to strengthen Social/Emotional Learning
5. Continue School Safety Prevention, Mitigation, and Preparedness

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement
Rationale	Port Malabar students (grade 3-6) performed 5% below the district and state in Overall Math Achievement.

State the measureable outcome the school plans to achieve	Overall Math Achievement (students in grade 3-6 at proficiency) will increase by 5%. 63% of all students in grades 3-6 and 55% of students within the Lowest 25% will exhibit Learning Gains on Math FSA.
Person responsible for monitoring outcome	Michael Fredenburg (fredenburg.michael@brevardschools.org)
Evidence-based Strategy	We are implementing Eureka Math in Kindergarten - 5th grade, which is a more rigorous, standards-aligned curriculum.
Rationale for Evidence-based Strategy	Although we are moving our math scores forward, we are not where we want to be in comparison to state and district levels of achievement. Our previous program was poorly aligned to state standards and did not meet our student needs. Based on research and District Pilot School Data, Port Malabar opted to adopt Eureka Math as our core Math curriculum.

Action Step	
Description	1. Adopt Eureka Math and ensure all classroom teachers have sufficient materials. 2. Send grade level leads to district "Train the Trainer" training 3. Dedicate professional development for the entire school year to Eureka Math Implementation Training 4. Build in additional instructional time into school schedules 5. Provide additional teacher planning time for Math Collaboration and Team planning. 6. Utilize District Math Resource Teacher, Sandy Davis, for additional professional development for teachers.
Person Responsible	Michael Fredenburg (fredenburg.michael@brevardschools.org)

#2	
Title	Science Achievement
Rationale	Port Malabar students (grade 5) performed 10% below the district and 6% below the state in Overall Science Achievement .

State the measureable outcome the school plans to achieve	Overall Science Achievement (students in grade 5 at proficiency) will increase by 6%, meeting the state proficiency level of 53%.
Person responsible for monitoring outcome	Cindy Whalin (whalin.cindy@brevardschools.org)
Evidence-based Strategy	Teachers will use Destination Science: The Quest for Quality Instruction, (the district curriculum materials) with an increased focus on the 5E Model of Unit Planning (Engage, Explore, Explain, Elaborate, and Evaluate).
Rationale for Evidence-based Strategy	The Destination Science curriculum guides were developed using nationally based research and our district BSCS committee and introduced last year to BPS teachers. Fully implementing the program with fidelity and support will enhance core science instruction.

Action Step	
Description	1. Fully implement Destination Science K-6 and ensure all classroom teachers have sufficient materials. 2. Build in science instructional time into school schedules, and ensure schedule is followed with fidelity. 3. Provide ongoing Science Professional Development sessions for all teachers 4. Utilize District Science Resource Teacher, Michelle Ferro, to work closely with all 3rd, 4th, and 5th grade teachers to help strengthen instruction. 5. Host a "Family Science Night" to engage families in Science (materials funded by Title 1)
Person Responsible	Cindy Whalin (whalin.cindy@brevardschools.org)

#3	
Title	ELA Achievement
Rationale	Port Malabar students (grade 3-6) performed 1% below the district and 4% above the state in Overall ELA Achievement.

State the measureable outcome the school plans to achieve	Overall ELA Achievement (students in grade 3-6 at proficiency) will increase by 3%. 64% of all students in grades 3-6 will achieve a Level 3 or higher on FSA ELA in Spring of 2020.
Person responsible for monitoring outcome	Michelle King (king.michelle@brevardschools.org)
Evidence-based Strategy	Port Malabar will continue using iReady weekly online instruction with fidelity, grades K-6. Teachers will also use the iReady Teacher Toolbox lessons for reteaching, instruction, and formative assessments.
Rationale for Evidence-based Strategy	Nationwide data supports the use of iReady instruction and progress monitoring tools as a research-based, rigorous resource for teachers to use to meet the requirements of the LAFS. Correlations between iReady data and 2019 FSA scores for Port Malabar were very strong, indicating that when used with fidelity and monitored closely, iReady can be an effective tool used throughout all of our classrooms.

Action Step	
Description	1. Correlate 2018-19 iReady scores with Spring 2019 FSA data to determine effectiveness 2. Purchase iReady online instruction (Reading) and Ready Toolbox (with Title 1 funds) 3. Monitor usage and success rates through weekly meetings between Admin/Instructional Coach 4. Provide iReady PD for all teachers in October 2019 and January 2020 to analyze diagnostic data, identify specific needs, and plan for future instruction 5. Progress monitor students in the Lowest 25th percentile using iReady Diagnositcs, QLA scores, and tiered data 6. Utilize Title 1 teachers to supply Tier 2 and Tier 3 interventions to support students in the Lowest 25th percentile 7. Utilize Title 1 Writing teacher to model writing instruction for Grades 4-6 8.. Develop and implement incentives for students and teachers
Person Responsible	Michelle King (king.michelle@brevardschools.org)

#4	
Title	Social/Emotional Learning
Rationale	Port Malabar is experiencing an increase in the number of Bullying/ Harassment Complaints across all grades. A majority of these complaints are found to be unsubstantiated. This indicates a need for Character Education and coping skills at the Tier 1 Level. Early warning systems review over the past two years reveal an upward trend in discipline events across all grade levels.in 2018 we had 410 discipline referals and in 2019, there were 492 discipline referals. In addition, Parent/Community survey input indicates a desire for more Social/Emotional Learning as part of the school day to improve student relationships, strengthen overall student mental health, and improve student behaviors.

State the measureable outcome the school plans to achieve	Improve suspension rate by 2 percentage points (from 7% to 5%) Decrease number of referrals by 20% (from 492 to 394) Decrease bullying/harassment complaints by 20%(from 22 to 18)
Person responsible for monitoring outcome	Heather Haman (haman.heather@brevardschools.org)
Evidence-based Strategy	Port Malabar ensures the social-emotional needs of all students are being met by providing various tiered intervention levels of support. We employ two full-time Certified School Counselors and one full-time ESE Specialist (to work with our behavior classrooms) to provide Character Education and coping skills.
Rationale for Evidence-based Strategy	Bullying/harassment complaints have increased over the last year indicating a need for a consistent approach to building student capacity to improve their relationships and better cope with challenging situations. Character Education and coping skills are provided school-wide using national, research based programs (Second Step SEL Program, We Thinker's SEL Program, and Zones of Regulation). Suicide prevention programs are implemented through BPS provided materials.

Action Step	
Description	1. Employ full-time Certified School Counselor using Title I funds to assist in meeting the needs of all students 2. Tier 1 services provided to all students K-6 to include monthly character education classes on various character traits provided by our counselors, followed by classroom teachers carrying the themes throughout the month 3. Tier II weekly/bi-weekly small group counseling sessions on attendance, coping skills, academics, friendship relationships,bullying, and building self-esteem as needed. 4. Mentoring and/or daily check-in/check-out system with an adult on campus provided weekly/bi-weekly to students in need 5. Professional development and training in suicide awareness and other mental health issues offered teachers and staff by school counselors 6. Purchase Character Education programs and materials with Title I funds

(Second Step SEL Program, We Thinker's SEL Program, and Zones of Regulation) for use in school-wide instruction

Person Responsible	Heather Haman (haman.heather@brevardschools.org)

#5

Title	School Safety
Rationale	Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff.

State the measureable outcome the school plans to achieve	Port Malabar will be 100% in compliance with all components of the Florida Safe Schools Assessment Tool. 100% of all staff members will receive training and be fluent in school safety procedures.
Person responsible for monitoring outcome	Cindy Whalin (whalin.cindy@brevardschools.org)
Evidence-based Strategy	Use the Florida Safe Schools Assessment Tool (FSSAT) and School Emergency Operation Plan (SEOP) to review and implement policies, procedures, staffing and security features to enhance school readiness for security and safety.
Rationale for Evidence-based Strategy	Florida State Statutes-legal obligations of schools in preventing and mitigating harm to students and staff. Florida Administrative Code (Rules)-legal operational codes for facilities and inspections. Brevard Public Schools Bylaws and Policies-School Board stated terms for meeting the responsibility for the safety of students and staff.

Action Step

Description	1. Complete the 2019-2020 School Security Risk Assessment (School Safety Leadership Team) 2. Develop and update the 2019-2020 School Emergency Operation Plan (Threat Assessment Team) 3. Assess potential hazards specific to our school 4. Identify available resources and security features needed to enhance school safety and security 5. Plan and prioritize needed resources and projects 6. Oversee and implement planned safety and security projects 7. Provide continued preparedness and crisis response training for students and staff 8. Work with local Law Enforcement to plan and implement all required safety drills (fire and scenario practice)
Person Responsible	Cindy Whalin (whalin.cindy@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

In addition to our Areas of Focus, Port Malabar continuously strives to increase our Parent and Family Engagement Program. Ongoing research shows that family engagement in schools improves student achievement and reduces absenteeism. Students with involved parents earn higher grades and test scores, have better social skills, and show improved behavior. Port Malabar currently has a strong Family Engagement Program, with a high level of participation in school events. A detailed explanation of strategies to be implemented during the 2019-2020 school year can be found in the Parent and Family Engagement Plan (PFEP) uploaded in Section IV, Title I Requirements.

Part IV: Title I Requirements

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

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

Port Malabar will continue to seek feedback to strengthen our School-Parent relationship. We will utilize our School-Based Parent Surveys, the District Parent Survey, SAC and PTO input from meetings, as well as exit slips from all Parent Involvement events. Feedback on our events has always been very positive, with a consistently high attendance rate. We will use input from stakeholders to expand our parent, family and community involvement.
As a result of previous feedback from stakeholders, we will change the hours for some parent involvement opportunities to allow for more participation. We will also continue to ask our PTO to help with food, as many families have expressed difficulty attending evening events during the dinnertime hour.
Based on survey and exit slip feedback, there is a continued need for parent support in the areas of Math, Reading and Science. Port Malabar will continue to host educational Family Nights, and supply parents with educational resources throughout the year. .
Communication between school and parents continues to be an area of concern, based on many of our Parent Surveys. As a result, we will continue to use text-messaging through Blackboard Connect to all families, PeachJar, and will have a more focused effort on ensuring that our website stays more current. We will work to better communicate assessment data to parents as well as more information on Florida Standards taught in each grade level. Finally, we will provide professional development with teachers on how to better communicate with parents, and how to work with families living in poverty.

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

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

Port Malabar ensures the social-emotional needs of all students are being met by providing various levels of support. We employ two full-time Certified School Counselors and one full-time ESE Specialist to work with our behavior classrooms. The school provides all staff,

parents and community members the opportunity to refer a child that they are concerned about through a written referral that can be found in the front office of the school. Once a referral is received in the counseling office the counselor assigned to that student begins the process of obtaining background information and permissions from the parent to see the child. The counseling program model that is used is a tiered model to replicate that of the RtI model for academics and behavior. Tier 1 being what all students receive, these services include monthly character education classes on various character traits provided by our counselors and then the themes are carried through the month by the classroom teachers. Tier two would include weekly/bi-weekly small group counseling sessions on such matters of attendance, coping skills, academics, friendship/bullying, etc., Second Step SEL Program, We Thinker's SEL Program, Zones of Regulation, weekly/biweekly mentoring by adults on campus and/or daily check-in/check-out system with an adult on campus. Tier three would include a referral to approved counseling vendors that provide therapeutic counseling along with weekly individual counseling by a counselor here at school until that is in process, at this tier you would also see the continuation of the other two tiers.

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

Port Malabar coordinates and integrates with multiple parent involvement programs. These programs and activities teach families how to help their child(ren) at home. In April, Title I coordinates an event called Kindergarten Round-up. This is where all area VPK, preschool programs and families with incoming Kindergarten students are invited to come familiarize themselves with the school. They also meet the teachers and staff and tour the campus. A Kindergarten teacher models ways to check for comprehension while reading aloud to a child. The parents are also given materials and games to help their child with the transition into Kindergarten. Title I continues the collaboration efforts with public preschools throughout the year by inviting them to all family involvement events and opportunities at the school.
In order to help to create a smooth transition form Elementary to Middle School, Port Malabar's 6th grade teachers and Title 1 staff shares all pertinent information with parents of 6th grade students. This includes: registration information, Open House events, and special program qualifications & deadlines. A representative from our feeder middle school also comes to Port Malabar and addresses the 6th grade students. Information is shared with them regarding available opportunities and/or programs at the middle school level.

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

Alignment of Resources: The Literacy Coach, Title 1 Coordinator, Guidance Counselor (MTSS Coordinator) and Principal meet with teachers biweekly to discuss the academic needs of students. Tier 1, 2, and 3 data is monitored and discussed. The Leadership Team also meets weekly to monitor data and reflect on observations.

Coordinating Programs: Through Title 1 funding, Port Malabar is able to employ highly qualified personnel to support all areas of the SIP. This includes: a full time Literacy Coach, Computer Teacher, one additional Guidance Counselor (Social/Emotional Education), ELA/Writing Specialist, Two Full time interventionists (Reading & Math) and a part time Math Interventionist. Title III - Port Malabar has 54 ELL students who receive support from one

ELL Teacher and one ELL Assistant. Title X - BPS receives funding to support homeless students through a resource teacher at the District office. Port Malabar currently has __ students listed as in transition. Supplemental Academic Instruction - Port Malabar currently receives additional funding for our Academic Support Program. The primary focus of ASP is literacy intervention for students in grades 3-6. HeadStart - Port Malabar has an in-house HeadStart program with one 3-year old class and one VPK class.Title II (Improving Teacher Quality): Port Malabar has a strong Mentoring and Teacher Induction Program, spear-headed by our Assistant Principal.

Persons Responsible: Port Malabar's Leadership team meets individually each week to discuss data reports (i-Ready, Tier 1,2,3 data, walk through & observation data), and with all teachers biweekly to review data, monitor progress, and discuss issues with current programs. Professional Development is designed around the needs identified during these meetings. A Title 1 Framework is completed to designate allocated resources in areas of need identified by Comprehensive Needs Assessment and previous years' Framework Evaluation.

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

Port Malabar partners with local community organizations to plan activities, guest speakers, and field trips to help advance college and career awareness.
Field trips include: 6th Grade to Kennedy Space Center, 4th Grade Indian River Lagoon, 5th Grade to Brevard Symphony Orchestra
Guest Speakers include: Jim Kennedy from Kennedy Space Center to talk about careers in the Space Industry; Local Public Servants such as our Mayor and City Councilmen; Our local Fire Department and Police Department visit to help promote First Responder jobs.
Additional activities include JA in a Day to teach financial literacy, Science Fair for intermediate grades, and volunteer mentors from local businesses.

Part V: Budget

1	III.A	Areas of Focus: Math Achievement	$0.00
2	III.A	Areas of Focus: Science Achievement	$0.00
3	III.A	Areas of Focus: ELA Achievement	$0.00
4	III.A	Areas of Focus: Social/Emotional Learning	$0.00
5	III.A	Areas of Focus: School Safety	$0.00
		Total:	$0.00