

Brevard Public Schools

# Port Malabar Elementary School



## 2020-21 Schoolwide 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: Gregory Rubick M**

Start Date for this Principal: 1/6/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (51%) 2016-17: C (52%) 2015-16: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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**

Our mission is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of well-being and acquisition of skills for life and learning.

#### **Provide the school's vision statement**

The staff of Port Malabar Elementary School is dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success both socially and academically, as well as develop enthusiasm for learning and a sense of community while maintaining individuality and creativity.

### 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
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.
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 MTSS 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-monthly data 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.
Hughes, Jennifer	Teacher, K-12	Jennifer Hughes is a third grade teacher and serves as a School Advisory Council chair. This is her third year teaching at Port Malabar Elementary. This year, as an eLearning teacher, she has taken on the role of helping teachers integrating technology into their daily lesson plans. She provides instruction and monitors student mastery of learning standards in all curriculum areas. She analyzes student data to maximize student growth and understanding.

Name	Title	Job Duties and Responsibilities
Ruth, Desiree	Teacher, K-12	Desiree Ruth is a kindergarten teacher and serves as a School Advisory Council chair. This is her tenth year teaching at Port Malabar Elementary. Ms. Ruth is the science point of contact for the primary grades. Ms. Ruth helps to coordinate Port Malabar's annual science fair in collaboration with the district science fair. She provides instruction and monitors student mastery of learning standards in all curriculum areas. She analyzes student data to maximize student growth and understanding.

### Demographic Information

**Principal start date**

Monday 1/6/2020, Gregory Rubick M

**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.*

5

**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.*

9

**Total number of teacher positions allocated to the school**

52

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (51%) 2016-17: C (52%) 2015-16: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	85	86	94	79	94	76	93	0	0	0	0	0	0	607
Attendance below 90 percent	13	19	15	5	13	13	16	0	0	0	0	0	0	94
One or more suspensions	1	5	5	4	11	9	8	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	0	6	6	4	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	9	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	15	16	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	20	0	0	0	0	0	0	38

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	15	7	4	14	29	37	0	0	0	0	0	0	116

**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	13	8	3	2	1	0	1	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Thursday 10/1/2020

**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	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

**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

**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	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

**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	22
Students retained two or more times		0	0	0	0	0	1	0	0	0	0	0	0	1

**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	
	(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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

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

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	45%	56%	-11%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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
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%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	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?**

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- providing scaffolding when needed to close instructional gaps that may exist from spring school closures
2. Improve Science Achievement- providing scaffolding when needed to close instructional gaps that may exist from spring school closures
3. Continue upward trend of ELA Achievement- providing scaffolding when needed to close instructional gaps that may exist from spring school closures
4. Continue to strengthen Social/Emotional Learning
5. Address learning gaps due to Covid induced circumstances

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

Math instruction will improve as Eureka is implemented K-5 with fidelity and 6th grade continues to use Big Ideas. Port Malabar students (grades 3-6) previously performed 5% below the district and the state in Overall Math Achievement on the 2019 Spring FSA Math. After comparing iReady math data from diagnostic 2 in winter of 2019-2020, to diagnostic 1 in the fall of 2020-2021 school year, we noticed a significant decrease in students scoring on or above grade level, and an increase in students scoring two or more grade levels below. The average decrease in students scoring on or above grade level between 1st-6th grade was approx. 31%, with the largest decrease being in our Kindergarten to current first graders (66% on or above grade level as kindergarteners in winter 2019-2020 diagnostic 2, and currently only 16% on or above grade level as 1st graders in fall 2020-2021 diagnostic 1). We also saw a dramatic increase in students scoring two or more grade levels below in grades 1st-6th, the average being approx 16%, with our largest increase being in our 2nd grade to current 3rd graders (5% two or more grade levels below as 2nd graders in winter 2019-2020 diagnostic 2, and currently 29% two or more grade levels below as 3rd graders in fall 2020-2021 diagnostic 1).

**Measureable Outcome:**

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. We also have access to iReady Math instruction this year, which provides all students with an individualized pathway to fill any gaps or enrich where needed.

**Rationale for Evidence-based Strategy:**

Although our math data has shown positive trends, 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 students' needs. Based on research and District Pilot School Data, Port Malabar opted to adopt Eureka Math as our core Math curriculum.

**Action Steps to Implement**

2. Reserve Early Release and other professional development sessions for Math collaboration and team planning. Members of the Leadership Team will be available to support teachers.

**Person Responsible**

Michael Fredenburg (fredenburg.michael@brevardschools.org)

3. Share PAC resources (from July 2020) with teachers: enhanced standards focused documents, updated Eureka pacing guides, and district created documents to support closing instructional gaps (CPALMS and iReady Toolkit lessons), and set expectations and monitor teacher use of those resources through classroom walk throughs and grade level data chats. Provide actionable feedback and input to teachers to improve classroom instruction.

**Person Responsible**

Michelle King (king.michelle@brevardschools.org)



4. Use Eureka Module assessment data and iReady diagnostic data to progress monitor students, identify students in the Lowest 25th percentile, plan for intervention, and plan for enrichment opportunities. Utilize Title 1 funded staff to provide math interventions.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

5. Purchase math manipulatives and materials with Title 1 money to create individual student math packets in order to follow CDC guidelines.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

6. Develop and implement Math incentives for students and teachers.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

7. Utilize Title I funds to purchase student laptops and headphones, to support iReady use.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

9. Utilize Academic Support Program funds to hire a part-time certified teacher to provide intensive small group Math instruction. Students will be identified using iReady Diagnostic, 18-19 FSA, and district required assessments. Progress will be monitored every 3 weeks, and an End of Year report will be submitted at the end of the school year.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

10. Instructional Coach and administration will meet with Grade Level teams to provide support and feedback during planning meetings regarding scaffolding to address instructional gaps.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Although ELA scores have trended upwards in the past 3 years, we are determined to increase overall achievement and ensure that our lowest 25th percentile group continues to make annual learning gains in ELA. Previously on the spring FSA ELA, Port Malabar students (grade 3-6) previously performed 1% below the district and 4% above the state in Overall ELA Achievement. After comparing iReady reading data from diagnostic 2 in winter of 2019-2020, to diagnostic 1 in the fall of 2020-2021 school year, we noticed a significant decrease in students scoring on or above grade level, and an increase in students scoring two or more grade levels below. The average decrease in students scoring on or above grade level between 1st-6th grade was approx. 22%, with the largest decrease being in our Kindergarten to current first graders (74% on or above grade level as kindergarteners in winter 2019-2020 diagnostic 2, and currently only 27% on or above grade level as 1st graders in fall 2020-2021 diagnostic 1). We also saw a dramatic increase in students scoring two or more grade levels below in grades 1st-6th, the average being approx 13%, with our largest increase being in our 2nd grade to current 3rd graders (8% two or more grade levels below as 2nd graders in winter 2019-2020 diagnostic 2, and currently 27% two or more grade levels below as 3rd graders in fall 2020-2021 diagnostic 1).

**Measureable Outcome:**

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 2021.

**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. Selected Journeys texts will be used as recommended on the Standards Focused Documents.

**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 Steps to Implement**

1. Share PAC resources (from July 2020) with teachers, set expectations and monitor teacher use of those resources through classroom walk throughs and grade level data chats. Summer resources include: enhanced standards focused documents and district created documents to support closing instructional gaps (scaffolded questions in the SFDs and Ready Toolkit lessons). Create long range plans with grade level teams (Grades 2-6) that include iReady Standards Mastery assessments for progress monitoring. Provide actionable feedback and input to teachers to improve classroom instruction.

**Person Responsible**

Michelle King (king.michelle@brevardschools.org)

2. Monitor iReady usage and success rates through weekly meetings between Admin/ Instructional Coach. Develop and implement ELA incentives for students and teachers.

**Person Responsible** Gregory Rubick (rubick.gregory@brevardschools.org)

3. Provide iReady PD as needed for teachers to analyze data, identify specific needs, and plan for future instruction. Meet with Grade level teams to assist with long range planning and pacing.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

4. Progress monitor students using iReady Diagnostics, grade level assessments (PASI, PSI, HFW, Running Records), Standards Mastery assessment data, and tiered intervention data. Identify students in the Lowest 25th percentile.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

5. Utilize Title I funded Teachers to supply Tier 2 and Tier 3 interventions to support students in the Lowest 25th percentile. Utilize Title I funded Writing Teacher to model writing instruction for students and teachers in Grades 4-6.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

6. Provide teachers and students with access to annual online subscriptions to MyOn, BrainPop, Accelerated Reader, Bookflix, Flocabulary, Reading A-Z, Heggerty Online and Discovery Streaming to support ELA and Social Studies instruction. Purchase Scholastic StoryWorks subscription for all 4th grade students, Scholastic Scope subscription for all 6th grade students, and Ready LAFS for Grades 2-6 to support ELA instruction. (using Title I funds)

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

7. Utilize Title I funds to purchase student laptops and headphones, in addition to a Title I funded computer lab teacher, to support iReady and other supplemental educational software use (K-6). Utilize Title I funds to purchase Reading/Writing manipulatives, games, and materials for grades K-2.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

8. Utilize Academic Support Program funds to hire a part-time certified teacher to provide intensive small group Reading instruction. Students will be identified using iReady Diagnostic, 18-19 FSA, and district required assessments. Progress will be monitored every 3 weeks, and an End of Year report will be submitted at the end of the school year.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

9. Instructional Coach and administration will meet with grade level teams to provide support and feedback during planning meetings regarding scaffolding to address instructional gaps.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

10. Use the IPG tool, Core Action 2b, during classroom walk-throughs to monitor written and oral responses related to questions and tasks. Ensure all teachers are utilizing high-quality grade level texts, emphasize these expectations during grade level meetings/data chats.

**Person  
Responsible**

Michael Fredenburg (fredenburg.michael@brevardschools.org)

### #3. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:** As our efforts have been focused on strengthening Reading and Math, Port Malabar Science scores have continued to drop over the past 5 years. We realize that Science cannot be an isolated content, and that as Science understanding expands, our Math and informational comprehension scores will likely improve as well. Our data from the spring 2019 SSA shows that Port Malabar students (grade 5) performed 10% below the district and 6% below the state in Overall Science Achievement.

**Measureable Outcome:** Overall Science Achievement (students in grade 5 at proficiency) will increase by 6% in the spring of 2020, meeting the previous state proficiency level of 53%.

**Person responsible for monitoring outcome:** Gregory Rubick (rubick.gregory@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). We will utilize district science content specialist, Mrs. Michelle Ferro, to meet and work with each grade level on the 5E Model. This is continual from last school year.

**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 Steps to Implement

1. Progress monitor student science data through Performance Matters when students take formative and summative assessments, reflect on instructional practices.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

2. Plan Science Academic Support Program for spring of 2020 for selected students, identified as in need of science support.

**Person Responsible** Michael Fredenburg (fredenburg.michael@brevardschools.org)

3. Provide teachers with access to Discovery Streaming and BrainPop, to support science standards in grades K-6. (Funded by Title I)

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

4. Utilize Title I funds to support 4th grade science standards focused on Florida ecosystems.

**Person Responsible** Stefania Kahler (kahler.stefania@brevardschools.org)

5. Schedule Professional Development with Michelle Ferro, District Science Resource Teacher. In November 2020, Port Malabar teachers in grades 3-6 will participate in virtual Science PD. The training will include a refresher on the 5E model, updates to curriculum guides, assessment options for face-to-face and eLearners, and resources available to support eLearning students.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

**#4. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:**

Port Malabar has experienced an increase in the number of Bullying/ Harassment Complaints across all grades for the past 3 years. A majority of these complaints are found to be unsubstantiated. Out of the 19 complaints, only 4 were substantiated. This indicates a need for Character Education and coping skills at the Tier 1 Level. Early warning systems review over the past three years reveal an upward trend in discipline events across all grade levels. In 2018 we had 311 discipline referrals. In 2019, there were 492 discipline referrals and by spring of 2020, there were 283 discipline referrals. 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.

**Measureable Outcome:**

(Please note: Data from 2019-2020 school year only reflects 3/4 of a school year)  
 Improve suspension rate by 2% (from 7% to 5%)  
 Decrease number of referrals by 2% (from 283 to 277)  
 Decrease bullying/harassment complaints by 5% (from 19 to 15)

**Person responsible for monitoring outcome:**

Michael Fredenburg (fredenburg.michael@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 have one Certified School Counselor and one full-time ESE Specialist (to work with our behavior classrooms) to support Character Education and coping skills. We also have a Social Worker on staff 20 hours a week to support students who have been referred.

**Rationale for Evidence-based Strategy:**

Bullying/harassment complaints have increased over the last two years 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, Sanford Harmony, We Thinker’s SEL Program, and Zones of Regulation). Suicide prevention programs are implemented through BPS provided materials.

**Action Steps to Implement**

1. Sanford Harmony supplied to all classroom teachers. Character trait lessons provided to teachers each month.

**Person Responsible**

Michael Fredenburg (fredenburg.michael@brevardschools.org)

2. Tier II weekly/bi-weekly small group counseling sessions on attendance, coping skills, academics, friendship relationships, bullying, and building self-esteem as needed.

**Person Responsible**

Michael Fredenburg (fredenburg.michael@brevardschools.org)

3. Professional development and training in Concious Discipline 1st semester and 2nd semester, all modules will be completed by the end of the school year.

**Person Responsible** Michael Fredenburg (fredenburg.michael@brevardschools.org)

4. Mentoring and/or daily check-in/check-out system with an adult on campus provided weekly/bi-weekly to students in need.

**Person Responsible** Michael Fredenburg (fredenburg.michael@brevardschools.org)



**#5. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** After reviewing distance learning data from the Spring of 2020 during COVID school closures and comparing beginning of the year assessment data, we've identified groups of students who are at risk of instructional gaps due to school closures and minimal participation in distance learning, specifically our students with disabilities population.

**Measureable Outcome:** We identified 45 students as "at risk" in Reading and/or Math due to minimal participation during school closures. Beginning of the year iReady D1 data also shows deficiencies for these identified students in both core subjects. By Spring of 2021, iReady D3 data will show of these 45 students, 30 will have met or exceeded their "Typical Growth" in Reading and Math as determined by iReady.

**Person responsible for monitoring outcome:** Gregory Rubick (rubick.gregory@brevardschools.org)

**Evidence-based Strategy:** With additional funding through the Cares Act, we will hire a part-time teacher to work exclusively with this group of students, to provide tier 2 and 3 interventions with the focus on Math and ELA concepts and skills. In addition, 16 of those students in that group are in self-contained classrooms and will receive tier 3 interventions in their respected units.

**Rationale for Evidence-based Strategy:** With our SWD population being the lowest on the ESSA Federal Index at 43%, we fear this may drop below the threshold of 41%, due to Covid induced circumstances that forced students into a virtual/distance learning platform during the spring of the 2019-2020 school year. This virtual learning platform required a great deal of independence, self-reliance, and participation on behalf of the student, which proved quite challenging for this particular group of students, so much so, that the majority of these students dropped significantly in math or reading, and in many cases both (32/45 students dropped in one core subject). Additionally, 12 of the 45 students did not participate, or participated minimally during the spring virtual/distance learning platform.

**Action Steps to Implement**

1. Utilize COVID Cares Act funds to hire a part-time certified teacher to provide intensive small group reading and math instruction.

**Person Responsible** Michael Fredenburg (fredenburg.michael@brevardschools.org)

2. Utilize COVID Cares Act funds to pay teachers to provide virtual tutoring sessions after hours for reading and math instruction. The virtual option will allow flexibility and equal accessibility for all families.

**Person Responsible** Michael Fredenburg (fredenburg.michael@brevardschools.org)

3. The selected students will be progress monitored using teacher-selected assessments and iReady data. Intervention data will be analyzed and instruction will be adjusted as needed based on student performance.

**Person Responsible** Michelle King (king.michelle@brevardschools.org)

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**Person Responsible** Michelle King (king.michelle@brevardschools.org)

Teachers and Instructional Assistants in our ESE self-contained classrooms will be trained in the area of Autism Spectrum Disorders, presented by Dietrich Brown, and will be completed in 2 separate modules. Mr. Brown will be available to meet with teachers to provide any additional support.

**Person Responsible** Gregory Rubick (rubick.gregory@brevardschools.org)

### Additional Schoolwide Improvement Priorities

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

**Those students identified as level 1 students/at risk academically in reading and/or math will be closely monitored, and prioritized in our grade level data chats. Those students will receive tier 2 and 3 academic interventions through our Title I personnel, and will have accessibility to outside tutoring through our CARES ACT and ASP funds. For those students identified as having one or more suspensions, we will address those students needs through mentoring, as well as focusing our PD on Conscious Discipline to empower our teachers with research-based tools to effectively address those behaviors within the classroom.**

## 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.

Port Malabar's positive school culture and family atmosphere continues to foster an environment that feels safe and welcoming to students, teachers, parents, and community members. All stakeholders are invited to be active participants in our school's culture, since each of these entities are a crucial part in fulfilling our mission. Their input is solicited, and incorporated in building a culture that promotes the school's common goals. Stakeholder feedback is solicited through: Parent Surveys, Insight Surveys, Youth Truth Surveys, Exit Slips during Parent Involvement Activities, Title I surveys, staff surveys, and SAC & PTO Meetings. The following is an analysis of survey data from the 2019-2020 school year.

2019-2020 Parent Survey Data:

- 96% say they feel welcome at our school.
- 72% feel they have accessibility to give feedback into school decisions.

- 81% say the office staff is polite and helpful.

Areas of focus this year to improve school culture:

- Provide training to parents on FOCUS to receive important information (currently only 53% of parents use FOCUS)
- Plan Parent Engagement Activities during varying times (possibly prerecord and post to website) so that more parents can be actively involved and play an impactful role. (62% of parents stated work schedule kept them from attending Parent Engagement Activities)

2019-2020 Youth Truth Data:

- 79% of students feel adults on campus respect people from different backgrounds.
- 81% of students feel their teacher treats them with respect.

Areas of focus this year to improve school culture:

- Continue Social-Emotional Learning to assist teachers in building relationships with students. We would like to see the data from the 2020-2021 survey to show an increase in percentage of students who feel comfortable asking for help when they make a mistake. (Currently 54% of students don't feel their teachers help them correct mistakes.) Relationship building would also help improve the area in which students feel that teachers care about their life outside of school. (Currently, 6% of students state that teachers ask about their life at home.)
- School-wide discipline and consistent expectations will be a goal for 20-21. 13% of students state they feel students behave well in their class. K-6 Conscious Discipline Training will emphasize common expectations throughout the building.

2019-2020 Insight Data reflected the following:

- Highest domain score was Peer Culture (8.0/10) Teachers feel they are a part of a collaborative culture of educators.
- 96% of teachers feel their time is valued during professional development opportunities; PD is well planned and facilitated.
- 100% of teachers feel their school is a good place to teach and learn

Areas of focus this year to improve school culture

- Learning Environment – Percentage of staff who feel student expectations and school-wide discipline is consistent dropped from 86% to 77% in one year. Goal will be to increase this percentage by 5% for the 20-21 school year. Conscious Discipline Training will be provided for teachers in grades K-6. Administration will increase presence on campus to encourage high expectations and build relationships.

### **Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>	<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>	<b>\$0.00</b>

	<b>Total: \$0.00</b>
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