

**Brevard Public Schools
School Improvement Plan
2015 – 2016**

Name of School:

Port Malabar Elementary

Area:

South

Principal:

Cindy Whalin

Area Superintendent:

Mark Mullins

SAC Chairperson:

Angela Brandon

Superintendent: Dr. Desmond Blackburn

Mission Statement:

In partnership with parents, children, school personnel, and community, we at Port Malabar Elementary accept as our mission the development of the total child in an atmosphere that fosters intellectual, social, and emotional growth. This growth will be achieved by providing innovative opportunities for success which will instill pride, responsibility, and positive self-worth resulting in the contribution of productive citizens in our changing world.

Vision Statement:

The stakeholders of Port Malabar Elementary School endeavor to create a community of learners made up of students, professional educators, school support personnel, parents, and community members. We believe:

1. Education contributes to the individual's lifelong journey towards self-reliance and independence.
2. Our school and instruction must be designed and organized to meet the varying needs of individual learners.
3. Students should assume the appropriate level of responsibility for their own learning.
4. The school must foster a safe, accessible, and healthy environment.
5. The families should commit to making education a priority.
6. We work as a team to accomplish our mission.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Port Malabar's School Improvement Plan is developed every year after data analysis and discussions are held with stakeholders, staff, and community partners over the summer and during preplanning. Vertical and horizontal teams meet with instructional coaches and administrators to disaggregate and analyze data, and to look for trends in student progression. Teachers, coaches, and staff members then meet to formulate the School Based Goal. The School Improvement Plan draft is shared with members of the School Advisory Council, who are then given the opportunity to give feedback. The finished School Improvement Plan is shared with our families and community members through the school website and our monthly School Advisory Council meetings. Staff will use the School Improvement Plan to inform their Professional Growth Plans.

Brevard Public Schools School Improvement Plan 2015-2016

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources- Professional Practices:

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

During classroom observations over the past few years, administration has noticed a common trend of the 90 minute reading block improving. After multiple professional development opportunities, instruction continues to improve as teachers focus on planning rigorous, standards based lessons using essential questions to guide instruction.

We surveyed our teachers in May 2015 (see data in the table below) as a follow up to determine where teachers felt they were in regards to our SIP goals for 2014-2015. The first number in each column represents teacher survey results from May 2015. The number in parenthesis shows the results when teachers were first surveyed in the beginning of the school year (August 2014). The teacher survey results are as follows:

Data from May 2015 and Data from (August of 2014): (teacher survey, 83% of classroom teachers participated)

	Got it!	Getting there...	I need help with this!
My 90-Minute Reading Block includes specific time periods for whole group instruction, small group instruction, and independent practice each day .	76% (57%)	24% (39%)	0% (4%)
I am currently utilizing a lesson planning template that allows me to thoroughly plan rigorous lessons to reach all students.	84% (46%)	16% (54%)	0% (0%)
My lesson plans are standards-based . Specific standards being addressed can easily be identified.	100% (89%)	0% (11%)	0% (0%)
My Literacy Centers/Stations contain rigorous reading/writing activities that challenge all students (differentiation).	52% (42%)	44% (50%)	4% (8%)
I am using higher order questioning /quality questioning strategies to increase the rigor in my classroom.	60% (43%)	40% (57%)	0% (0%)
I am using essential questions in my classroom to guide my instruction.	84% (71%)	16% (29%)	0% (0%)

We will use May 2015 survey data as a baseline to help plan professional development and to determine the needs for instructional coaches/administration for the 2015-2016 school year. Our qualitative survey data shows that our teachers are changing their practices, but still need time and professional development/coaching in order to provide the best learning environment for our students, particularly in the areas of differentiation and planning for higher order opportunities.

In addition to these areas, we also **surveyed teachers in October 2015** to determine the needs for professional development with **new district and school initiatives for 2015-2016**.

	Got it!	Getting there...	I need help with this!
I am able to easily identify the priority standards within my grade level/content area.	63%	31%	6%
I feel confident that I am spending an ample amount of time focusing on the priority standards, without ignoring the supplemental standards .	63%	31%	6%
I feel confident that I am teaching each standard to its fullest extent .	71%	23%	6%

Data Analysis from multiple data sources- Professional Practices (cont.):

October 2015 survey data reflects the need to support teachers- through professional development and coaching- to help them first prioritize their standards, and then assist them in planning lessons that teach each standard to its fullest extent, while differentiating and reaching all learners.

The October 2015 teacher survey also provided space for teachers to list other types of professional development they feel would be beneficial to them. Teachers responded with the following topics: (bolded items indicate that there were several similar responses)

- **Managing Severe Behaviors/ Classroom Management**
- **Math**
- Higher Order Questioning/Thinking
- MTSS Paperwork/Process
- Technology in the Classroom and Educational Apps
- Lesson Planning
- Make & Take Materials

Administration also met with instructional coaches to review data from Port Malabar's Insight survey report in which 93% of teachers responded in January of 2015. Review of the Instructional Culture Domains indicated a need to focus on the Common Core domains. With an overall index score of 6.1 (using a scale of 1-10), responses ranged from 26%-54% in teacher understanding of, training for, and preparedness in implementing the Common Core standards. (Insight survey data can be seen in the table below.)

Port Malabar's Insight Survey Common Core:	School Response	District Top Quartile Response	National District Top Quartile Response
My school is prepared to make the changes required to implement the Common Core.	54%	89%	85%
The Common Core will help prepare our students for college or career.	30%	43%	63%
My school has significantly revised, or adopted, curriculum materials to align to the expectations of the Common Core.	26%	80%	81%
Across my school, students support their answers and explain their thinking.	40%	74%	74%
My school has created or adopted formative assessments which are aligned to the Common Core.	36%	73%	80%
The training I have received on the Common Core will help me improve my practice.	26%	63%	65%
Students at my school are frequently asked to write in various styles across all subject areas.	38%	81%	82%

Data Analysis from multiple data sources- Student Achievement:

What are the areas of successful student achievements and what data shows evidence of improvements? What are the concerns with student achievements and how are they revealed by the data?

In the data tables below, we have included Reading and Math grade level averages, an overview of FAA scores, CELLA scores, and FCAT 2015 Science scores. We felt it was important to include our number of Students With Disabilities (SWDs) in the tables to show that although we service a high number of Exceptional Students, our grade level averages still improved over the course of the year. Port Malabar services three VE units (one K-2nd classroom, one 3rd-4th classroom, and one 5th-6th classroom), as well as two EBU units (one primary classroom (K-3rd) and one intermediate classroom (4th-6th)).

Reading:

According to FAIR-FS results in the tables below (two tables on the left), each of our grade levels made significant growth in the area of Reading Comprehension, in both the median percentile and ability score measures. (We have included the state average ability score in parenthesis to show the comparison between our students' achievements and that of the state.)

District Assessments in Reading (BELAA results- top right table below) also show that students made gains over the course of the year, although we did remain slightly below the District averages in all grade levels except 6th. (District BELAA averages were shared with schools in a document created by Charles Eccelson. The average grade level score has been included in parenthesis to show the comparison between Port Malabar's student scores and the District averages.)

Data Analysis from multiple data sources- Student Achievement (cont.):

Math:

District Math Assessments (EMAs- bottom right table below) show that students in all grade levels made gains over the course of the year, with the exception of our 6th graders. All data shown for AP1 and AP4 was pulled from Performance Matters through the archived A3 folder. (District EMA averages were shared with schools in a document created by Charles Eccelson. The District average grade level score has been included in parenthesis to show the comparison between Port Malabar’s student scores and the District averages. As several assessments were “optional” for schools this year, District averages do not include 100% of students in each grade level.)

FAIR-FS: Reading Comprehension Median Percentiles 2014-2015 Data						READING: Brevard English Language Arts Assessments Port Malabar Grade Level Averages District Averages in ()					
FAIR-FS READING	Total # of students	# of gen. ed. students	# of students with IEPS	AP1	AP3	READING: BELAAs	Total # of students	# of gen. ed. students	# of students with IEPS	October 2014	Jan/Feb 2015
3rd Grade	89	70	19	38th	53rd	3rd Grade	89	70	19	62 (65)	66 (68)
4th Grade	90	62	28	28th	47th	4th Grade	90	62	28	57 (61)	59 (65)
5th Grade	98	74	24	41st	52nd	5th Grade	98	74	24	67 (67)	68 (67)
6th Grade	102	72	30	49th	65th	6th Grade	102	72	30	67 (64)	68 (63)
FAIR-FS: Reading Comprehension Ability Scores 2014-2015 Data State Averages in ()						MATH: District Elementary Mathematics Assessments Port Malabar Grade Level Averages District Averages in ()					
FAIR-FS READING	Total # of students	# of gen. ed. students	# of students with IEPS	AP1	AP3	MATH: District EMAs	Total # of students	# of gen. ed. students	# of students with IEPS	AP1	AP4
3rd Grade	89	70	19	374	394 (379)	3rd Grade	89	70	19	34 (68)	72 (60)
4th Grade	90	62	28	404	435 (432)	4th Grade	90	62	28	53 (57)	58 (61)
5th Grade	98	74	24	464	486 (451)	5th Grade	98	74	24	54 (51)	60 (50)
6th Grade	102	72	30	512	525 (510)	6th Grade	102	72	30	53 (52)	40 (57)

Data Analysis from multiple data sources- Student Achievement (continued):

We have one FAA student that continues to perform proficiently in all areas as measured by the FAA. (His scores are reflected in the table below.)

Florida Alternate Assessment (FAA): DATA ON THE FAA REPORT								
READING	2013	2014	2015		MATH	2013	2014	2015
LEVELS 1, 2, 3	0%	0%	0%		LEVELS 1, 2, 3	0%	0%	0%
LEVELS 4, 5, 6	100%	100%	100%		LEVELS 4, 5, 6	100%	100%	100%
LEVELS 7, 8, 9	0%	0%	0%		LEVELS 7, 8, 9	0%	0%	0%
Proficient LVS 4-9	100%	100%	100%		Proficient LVS 4-9	100%	100%	100%
WRITING	2013	2014	2015		SCIENCE	2013	2014	2015
LEVELS 1, 2, 3	NA	0%	NA		LEVELS 1, 2, 3	NA	NA	0%
LEVELS 4, 5, 6	NA	100%	NA		LEVELS 4, 5, 6	NA	NA	100%
LEVELS 7, 8, 9	NA	0%	NA		LEVELS 7, 8, 9	NA	NA	0%
Proficient LVS 4-9	NA	100%	NA		Proficient LVS 4-9	NA	NA	100%

Data from our CELLA report (table below) shows that the majority of our ESOL students are strongest in Listening and Speaking, but still lack many of the skills necessary to be proficient readers and writers.

Comprehensive English Language Learning Assessment (CELLA)								
LISTENING/SPEAKING	2013	2014	2015		READING	2013	2014	2015
KG	0%	0%	23%		KG	11%	0%	0%
1	75%	60%	77%		1	25%	20%	0%
2	89%	86%	80%		2	67%	43%	60%
3	17%	60%	75%		3	0%	20%	0%
4	NA	36%	67%		4	NA	27%	17%
5	100%	33%	43%		5	67%	67%	43%
6	67%	50%	33%		6	67%	0%	0%
WRITING	2013	2014	2015					
KG	0%	0%	0%					
1	38%	20%	8%					
2	33%	43%	40%					
3	0%	40%	0%					
4	NA	45%	33%					
5	33%	33%	29%					
6	0%	0%	0%					

FCAT Science scores show a drop in Port Malabar’s Science proficiency levels during the 2014-2015 school year. We were slightly below the state (53%) and also below the District (58%). In the 2013-2014 school year, when our 5th grade teachers departmentalized for Science, our scores were higher than the District and state averages. We have chosen to return to departmentalization for our 5th and 6th grade students this year, with the expectation of similar proficiency level outcomes.

5th Grade FCAT Science 2015 (Proficient = Level 3+)			
	2013	2014	2015
Science (% proficient)	55%	64%	51%

Data Analysis from multiple data sources- Student Achievement (continued):

FSA Reading results:

Third Grade FSA results showed that 18% of our students (16 out of 89 students) were in the lowest quintile.

Of the 16 students in our lowest quintile, 10 students were SWD (ESE) students, 6 of which were serviced in self-contained classrooms. Out of the 16 students, 8 had been previously retained and were therefore “Good Caused” to 4th Grade. One student was “Good Caused” based on a completed portfolio, and 3 students were able to pass the SAT 10 during SOS. All 16 students received intensive interventions during the school year and all had been progress monitored regularly throughout the year.

What other areas of strength or opportunity are revealed in data from leading indicators?

Classroom walk through data reveals that more of our teachers are attempting to use Socratic Seminars and include higher order questioning strategies in their daily lesson plans. Walk through data also indicates that student engagement continues to improve. The majority of students are on task and aware of lesson objectives and essential questions. Port Malabar has seen an upward trend in student achievement over the last few years. We have seen this through both qualitative and quantitative data, and evidenced by tier 2 and tier 3 interventions that have impacted student achievement.

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

During the past few years, Port Malabar teachers have been working to improve standards based instruction in their classrooms. The professional development days have been used to give teachers strategies to improve this, such as differentiated instruction, the use of essential questions, higher order questioning strategies, and standards based lesson planning. After professional development and coaching, teachers are more consistent in the use of essential questions, differentiated instruction, and higher order questioning strategies, but still struggle with creating rigorous standards based lessons plans. This is key to creating a learning environment where all students are taught with rigorous, standards based instruction meant to challenge all learners.

We have seen an increase in student learning gains from our lowest 25% due to the implementation of Walk to Intervention. Teachers have implemented 30 minutes of Walk to Intervention daily. Teachers use hands-on activities to give struggling students strategies to improve both reading and math skills. We have also used this 30 minutes each day to help plan enrichment opportunities for our high-achieving students.

As a staff, our teachers, coaches, and administration have embraced the ideas of progress monitoring and collaboration. We have developed grade level specific data tracking sheets that are used during MTSS meetings to analyze student data, group student according to varying skill mastery, and discuss interventions/enrichment opportunities as needed. These same data sheets are used to help track any students who may need to continue through to IPST. Grade level teams also meet twice a month to collaborate: reviewing student’s work samples, analyzing student data, and planning instructional change as needed.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the classroom?

In her book “The Differentiated Classroom” Carol Tomlinson states that in a differentiated classroom, teachers begin where students are, not the front of a curriculum guide. Teachers accept and build upon the premise that learners differ in important ways. Thus, they also accept and act on the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity. Right now, too many schools place students in a curriculum in which everyone reads the same text and completes the same assignments.

Unfortunately, this leaves too many students behind instead of moving them forward (Tomlinson, 2002). With the diverse population of students at Port Malabar Elementary, it is important to challenge all students with standards-based instruction. With effective implementation of differentiated instruction our students will achieve greater learning gains across all content areas.

Along with a differentiated classroom, the use of questions, especially higher order questions, can be a “powerful strategy for building comprehension” (Gadamer, 1993) and can lead to “improved comprehension, learning and memory of the materials among school children” (Craig et al, 2006). John Hattie (2009) also lists higher order questioning as a highly effective strategy in his book “Visible Learning”. Max Thompson’s Learning Focused Model states that essential questions take the place of traditionally written objectives and assess the students’ understanding of the heart of the lesson or unit. Essential Questioning provides a framework for assessing students’ knowledge in content areas and can be used within all subjects. Essential Questions and higher order questioning will ensure that all students are challenged on all levels in all content areas.

One way to make sure our teachers are able to plan rigorous standards-based lessons is to prioritize the standards. Larry Ainsworth, author of “Prioritizing the Common Core” states that realistically teachers can’t teach all of the standards to the depth that they should be taught unless we prioritize them. By using certain standards to prioritize we are able to separate standards into priority standards and supporting standards. Then by providing rigorous instruction of these priority standards along with focused assessments, students will be able to better retain what they’ve been taught and move forward to the next grade better prepared. “By working smarter, not harder, teams can collaboratively select those priority standards to emphasize the most and then focus their curriculum, instruction, and assessments to help all students achieve them” (Ainsworth, 2013).

School-Based Goal: *What can be done to improve instructional effectiveness?*

Every teacher at Port Malabar Elementary will ensure that quality core instruction is aligned to meet the academic demands of the standards. We will achieve this by prioritizing the standards and using standards based lesson planning to ensure learning at the full intent of the standards.

Strategies: *Small number of action oriented staff performance objectives.*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Lack of higher order questions being utilized in classrooms.	1. Teachers will create standards based lesson plans using a planning template of their choice to increase their use of higher order questions during the planning process.	Administration and Coaches will provide Professional Development and support Classroom teachers will create plans involving higher order thinking.	August 2015- May 2016		Classroom observation data, teacher feedback from surveys, teacher lesson plans

	2. Teacher leaders and coaches will support teachers by offering professional development on designing rigorous lesson plans and using a variety of lesson planning templates	ELA coaches Math coach Title 1	August 2015 – May 2016		Classroom observation data, teacher feedback from surveys, teacher lesson plans
2. Lack of expertise when using differentiated lessons to meet the needs of all learners across all content areas.	1. Continue to provide professional development on how to incorporate differentiated instruction effectively in the classroom.	ELA coaches Math coach Title 1	August 2015 – May 2016		Classroom observation data, teacher feedback from surveys, teacher lesson plans
3. Lack of understanding of the new Florida Standards.	1. Coaches will offer professional development on how to prioritize the standards.	ELA coaches Math coaches Title 1	August 2015 – May 2016		Classroom observation data, teacher feedback from surveys, teacher lesson plans
	2. Teachers will prioritize the ELA and Math standards with their grade level teams.	Administration	August 2015 – May 2016		Agenda minutes
4. Lack of rigorous lesson plans by teachers.	1. Coaches will assist teachers in using Understanding by Design planning templates.	Administration ELA coaches Math coach Title 1	August 2015 – May 2016		Classroom observation data, teacher feedback from surveys, teacher lesson plans

	2. Teachers and coaches will meet during grade level meetings and early release days to create unit plans using the Understanding by Design ideas and templates.	Administration and Coaches	August 2015 – May 2016		Agenda minutes, teacher feedback from surveys, teacher lesson plans
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EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? What tool will be used to measure progress throughout the year? Use real percentages and numbers.

Qualitative outcomes of professional practice will come from classroom observation data and teacher surveys. Administrators will perform classroom walkthroughs on a regular basis, looking for evidence that professional development has impacted instructional delivery and teacher lesson planning. Administrators will see that 90% of all teacher lesson plans reflect differentiated standards-based lessons with priority standards noted (checklist, coded, etc.). Classroom observations and/or teacher lesson plans will also reflect how higher order thinking/questioning is evident and essential questions are utilized and visible.

Quantitative outcomes of professional practice: May 2015 administrative classroom walkthrough data shows that 75% of classroom teachers are consistently implementing standards-based instruction as demonstrated by the quality indicators checklist. May 2016 walkthrough data will show 90% of teachers are implementing these strategies.

Teachers will also be asked to complete the school-based survey again at the end of the year. Teacher Survey results will show that 90% of all teachers feel they’ve “Got It!” in all areas of the survey. (data expectations posted in the table below)

May 2016 Teacher Survey Data Expectations: (May 2015 data in parenthesis)	Got it!	Getting there...	I need help with this!
My 90-Minute Reading Block includes specific time periods for whole group instruction, small group instruction, and independent practice each day .	90% (76%)	10% (24%)	0% (0%)
I am currently utilizing a lesson planning template that allows me to thoroughly plan rigorous lessons to reach all students.	90% (84%)	10% (16%)	0% (0%)
My lesson plans are standards-based . Specific standards being addressed can easily be identified.	100% (100%)	0% (0%)	0% (0%)
My Literacy Centers/Stations contain rigorous reading/writing activities that challenge all students (differentiation).	90% (52%)	10% (44%)	0% (4%)
I am using higher order questioning /quality questioning strategies to increase the rigor in my classroom.	90% (60%)	10% (40%)	0% (0%)
I am using essential questions in my classroom to guide my instruction.	90% (84%)	10% (16%)	0% (0%)

May 2016 <i>Additional</i> Teacher Survey Data Expectations- (October 2015 survey data in parenthesis)	Got it!	Getting there...	I need help with this!
I am able to easily identify the priority standards within my grade level/content area.	90% (63%)	10% (31%)	0% (6%)
I feel confident that I am spending an ample amount of time focusing on the priority standards, without ignoring the supplemental standards.	90% (63%)	10% (31%)	0% (6%)
I feel confident that I am teaching each standard to its fullest extent.	90% (71%)	10% (23%)	0% (6%)

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

*Where do you want your students to be? What will student achievement look like at the end of the school year 2015-16?
What tools will be used to measure progress throughout the year?*

Qualitative Data:

Administrative walk through data will show that 85% of our students are engaged in higher order thinking activities in daily lessons. Walk through data will also show that 100% of classrooms use differentiation to reach all learners. Student Survey results will show that 100% of our students feel safe on campus, 90% of students have learned about online safety, and 90% of our students feel they are learning valuable 21st Century Skills.

Quantitative Data:

Using FAIR-FS and our District ELA and EMA assessments, we have listed our expected outcomes in the tables below.

FAIR-FS: Reading Comprehension Median Percentiles 2015-2016 Data Expectations				READING: Brevard English Language Arts Assessments Port Malabar Grade Level Averages 2015-2016 Data Expectations		
FAIR-FS READING	AP3 2014	AP1 2015	Expected AP3 Outcome	READING: BELAAs	District Average 2014-15	Port Malabar Expected Outcome 2015-16 Spring BELAA
3rd Grade	53 rd	34 th	50 th	3rd Grade	68%	70%
4th Grade	47 th	46 th	55 th	4th Grade	65%	70%
5th Grade	52 nd	37 th	50 th	5th Grade	67%	70%
6th Grade	65 th	47 th	55 th	6th Grade	63%	70%
FAIR-FS: Reading Comprehension Ability Scores 2015-2016 Data Expectations state averages in ()				MATH: District Elementary Mathematics Assessments Port Malabar Grade Level Averages 2015-2016 Data Expectations		
FAIR-FS READING	AP3 2014	AP1 2015	Expected AP3 Outcome	MATH: District EMAs	District Average 2014-15	Port Malabar Expected Outcome 2015-16 EMA (AP4)
3rd Grade	394 (379)	357 (379)	379 (379)	3rd Grade	60%	70%
4th Grade	435 (432)	415 (432)	432 (432)	4th Grade	61%	70%
5th Grade	486 (451)	457 (451)	475 (451)	5th Grade	50%	70%
6th Grade	525 (510)	523 (510)	530 (510)	6th Grade	57%	70%

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2015-2016.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. 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. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.

School leadership identifies and aligns all available resources using a few different strategies. The Leadership Team reviews student data and focuses on lower achieving students that are at risk to help meet individual needs. The Leadership Team directs instructional personnel such as Title 1 teachers, classroom teachers, guidance, ESE teachers, and resource teachers to design specific student plans to meet individual needs using a variety of curriculum pieces and other intervention strategies. The Leadership Team focuses on using Federal, State, and Local funds to enhance the specific designed student plans by purchasing curriculum pieces, starting programs and hiring instructional personnel that support our mission.

2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

During biweekly meetings, the MTSS team will meet with grade level teas to track student progress and discuss current strategies/interventions for struggling students. As we progress through the MTSS process we will implement the IPST process. These meetings will include additional members of the MTSS team. The team will look closely at the areas of student need and select appropriate interventions. The team will monitor the progress of the intervention and request data from the staff member providing the intervention to include the intervention strategy, how often the intervention was provided, and the measure of progress. The team will use the data to determine the effectiveness of the intervention. The MTSS leadership team will provide direct guidance in the development of the SIP. The MTSS team will develop the school improvement strategies for the SIP to support all teachers and students at our school. Since MTSS will help move our school in a positive direction, the team will carefully write goals for our school to track the progress throughout the school year. This will ensure that we are maintaining focus. There will be a relationship between the ongoing process and MTSS and the process of implementing the SIP.

The Leadership Team holds weekly MTSS meetings as well as IPST meetings to monitor student progression and to discuss specific plans that meet the needs of students. The team discusses the MTSS process and monitors data closely. The team tracks the interventions using progress monitoring and makes adjustments to the specific student plans as needed. Classroom teachers also meet weekly to discuss data, student concerns, and prepare agendas for upcoming meetings. Information is kept on file and reviewed weekly by the leadership team.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Parent survey data collected during the 2014-2015 school year shows that 25% of our families did not attend Parent Involvement events because they did not receive information notifying them of the event. 17% of families said they received the information, but they did not have enough prior notice. 49% of families did not attend because the events were not held at convenient times. Considering that 91% of the parents that did attend responded by saying the information was useful to them, Port Malabar will work to increase the number of families that participate in our informational meetings and Parent Involvement events. Our current average attendance rate for informational meetings and academic events is about 45%. We would like to increase this attendance rate to 60% during the 2015-2016 school year. We will continue best practices by advertising the event through flyers sent home with students and utilizing our website, newsletters, and school marque. This year, we will start using Blackboard Connect to communicate with parents who may not receive information in the other ways presented. We will also survey parents to identify more convenient days/times to hold informational meetings and academic events.

STUDENT SURVEY RESULTS (Required):

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:

- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.3, 2.2.4, 2.2.5

The data for the Strategic Plan Indicators can be located on the following survey pages.

Elementary Student Survey:

- ✓ 21st Century Skills – Refer results pages 3 – 4
- ✓ Online Safety – Refer results pages 4 – 6
- ✓ School Safety – Refer results pages 6 – 7

Secondary Student Survey:

- ✓ 21st Century Skills – Refer results pages 4 – 6
- ✓ Online Safety – Refer results pages 6 – 7
- ✓ School Safety – Refer results pages 7 – 8

Our students participated in a student survey that asked many questions on the quality of services at Port Malabar. Three main areas of the survey focused on students' use of 21st century skills, online safety, and school safety. The data that was gained was also compared to the district's strategic plan in sections 1.4.2, 1.4.3, 1.4.4, 1.4.5, 2.2.3, 2.2.4, and 2.2.5.

In the areas of 21st century skills based on a scale of 1-5 with 5 being the most often, 71% of our students indicated that they are learning vital 21st century skills at school. This is below the district's goal of 90%.

To improve student perception of the indicators 1.4.2, 1.4.3, 1.4.4, and 1.4.5, Port Malabar's teachers are creating standards based lessons utilizing technology as a way to create and demonstrate these skills.

In the area of online safety, 89% of our students responded that they learned about online safety at school.

In the area of school safety, 71% of our students indicated that they feel safe at school. This falls short of the BPS goal of 100%. Student safety is our primary concern and the areas of improvement for Port Malabar is the hallways, cafeteria, bus, and walking/biking to and from school.

To improve student perception of the indicators 2.2.3, 2.2.4, and 2.2.5, Port Malabar has implemented an anti-bullying program that involves students in a safe environment to spread the issue of bullying and how students can help each other to stop bullying in and out of the school environment. We also hired a half-time guidance counselor to work with our K-3 students on life skills using the "Second Step" program.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2014-15 school year. This data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2015-16.:

- The number of students by grade level that exhibit each early warning indicator listed above.

Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	15	9	10	2	1	11	7	55
1 or more ISS or OSS	0	4	4	2	4	4	9	27
Level 1 in ELA or Math	20 (retentions)	13 (retentions)	8 (retentions)	16 (2015 FSA)	7 (retentions)	1 (retention)	0 (retentions)	65
Course Failure in ELA or Math							2	2
Students exhibiting 2 or more indicators					2	3	5	10

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students are brought up at MTSS meetings. Teachers begin implementing tier 2 and/or tier 3 interventions. Guidance counselors work with students that have excessive tardies and/or absences to increase school attendance.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

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

To ease the transition from VPK to Kindergarten, Port Malabar holds an annual Kindergarten Roundup each spring. We invite parents who attend local VPK's along with our Head Start VPK program. They receive information on Kindergarten registration, meet the Kindergarten teachers, tour the school, and learn what the Kindergarten expectations are.

6th grade students who are moving on to middle school are given the opportunity to take a field trip to Stone Middle School. They are given a tour of the school and learn about classes offered and registration information.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Mentor Program/Induction	Assistant Principal	Ongoing
2. Peer Coaches	CET trained teachers	Ongoing
3. Professional Development Opportunities	Administration, Title 1, Academic Coaches	Ongoing
4. Internship Opportunities	Administration, CET trained teachers	Ongoing

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
0% (0)	