

# Brevard County Public Schools School Improvement Plan 2012-2013

**Name of School:**

Port Malabar Elementary

**Area:**

South

**Principal:  
Superintendent:**

Mrs. Cindy Whalin

**Area**

Dr. Mark Mullins

**SAC Chairperson:**

Mrs. Angela Bettencourt

**Superintendent: Dr. Brian Binggeli****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.



**Brevard County Public Schools  
School Improvement Plan  
2012-2013**

**RATIONAL - Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** *(Needs assessment that supports the need for improvement)*

Over the past few years, Port Malabar Elementary has seen a downward trend in student achievement. We have seen this through both qualitative and quantitative data.

During classroom observations from this year and last, administration has noticed a common trend of the 90 minute reading block not being fully implemented. Teachers are doing a good job of implementing whole group instruction but lack in the areas of small groups and opportunities for application.

We also surveyed our teachers to see what areas they feel they are strong in during the 90 minute reading block, and which areas they need help with. Forty-six percent of our teachers stated that they incorporate whole group instruction, small group instruction and independent practice each day. This aligns with administrative classroom observation data. However, 68% of our teachers stated that they are including all 5 components of reading into their daily reading instruction.

Our quantitative data shows that the largest decrease in student achievement was in our 5<sup>th</sup> grade FCAT 2.0 reading, with a loss of 16% and math with a loss of 18%.

In 2010-2011, 97% of 4<sup>th</sup> graders made satisfactory progress on FCAT Writes, whereas only 58% made satisfactory progress in 2011-2012. According to FCAT 2.0 data from 2010-2011, 73% of 3<sup>rd</sup> graders made satisfactory progress in reading, whereas only 59% made satisfactory progress in 2011-2012. These decreases have a lot to do with the way that the state is now scoring the FCAT 2.0 assessments, particularly the FCAT Writes assessment which changed from 1 scorer to 2 and included scoring for grammar and conventions for the first time on the 2011-2012 test.

**-3<sup>rd</sup> grade FCAT 2.0 Math** scores show a significant drop in the percentage of students making satisfactory progress. In 2010-2011, 67% made satisfactory progress. Current data shows that only 52% made satisfactory progress. **FCAT 2.0 Reading** scores also show a significant decrease from 73% making satisfactory progress in 2010-2011 to only 59% in 2011-2012.

Quantitative Data Sources (multiple sources to identify trends)

3rd Grade	2010-2011	2011-2012	Difference
Reading- FCAT 2.0 (Percentage of students at Level 3 or above)	73	59	-14
Reading- DRLA (Spring			

### **Analysis of Current Practice:** *(How do we currently conduct business?)*

Each teacher at Port Malabar is given a daily schedule with the uninterrupted 90 minute reading block built in. However, during classroom observations from this school year and last, administration has noticed a common trend of this not being implemented with fidelity. Teachers are implementing whole group instruction well, but are struggling with small group instruction and opportunities for application. When surveyed, 46% of our teachers say that they are implementing the 90 minute reading block with fidelity (which includes whole group instruction, small group instruction, and independent practice daily). 68% of our teachers stated that they are including each of the 5 components of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) into their reading block on a daily basis.

Even though teachers are struggling to implement the uninterrupted 90 minute reading block with fidelity, they have implemented the 30 minutes of Walk to Intervention daily. Teachers are using hands-on activities to give struggling students strategies to improve both reading and math skills. This 30 minutes also gives our advanced students time for enrichment in both reading and math. We utilize Rtl meetings to analyze student data and group students according to needs.

There is also a lack of teachers using complex informational text during their 90 minute reading block. The majority of reading instruction is taking place using fiction/narrative-type texts. This is limiting the students' opportunities to write evidence-based answers and to increase their vocabulary. This will impact students immensely when the district fully implements the CCSS and the PARCC in 2014.

### **Best Practice:** *(What does research tell us we should be doing as it relates to data analysis above?)*

Research states that students today are asked to read very little informational text in schools. Most often they are reading fiction/narrative text. Yopp & Yopp (2000) state that as little as 7-15% of elementary instruction occurs with informational text. This limited use of informational text limits the opportunities for students to practice reading complex, informational text from early on. Reading informational text allows students to learn and apply multiple reading strategies, build critical background knowledge and vocabulary, and develop higher-level thinking and analytical levels of comprehension. The use of informational text also provides opportunities to optimize the reading-writing connection as students write about what they read, and read for the purpose of writing (Duke, Bennett-Armistead, & Roberts, 2003). With teachers using complex informational text during their 90 minute reading block, our students will become better readers and writers as they learn to go back into the text to write evidence based responses.

### **CONTENT AREA:**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

**School Based Objective:** *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

**Every Teacher at Port Malabar Elementary will ensure that all students are exposed to informational text across the content areas. Teachers will systematically instruct students to produce evidence based written responses after reading an informational piece. To assure that college and career readiness standards have been introduced, teachers will guide students in analyzing how and why individuals, events, and ideas develop and interact within text.**

**Strategies:** (Small number of action oriented staff performance objectives)

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
1. Lack of teachers implementing the 90 minute reading block with fidelity.	1.1 Provide professional development on how to implement whole group, small group, and individual practice during the 90 minute reading block.	Reading Coach	October 2012-May 2013		Classroom observation data, teacher feedback from surveys
	1.2 Model effective 90-minute block with differentiated instruction and small group lessons	Reading Coach	October 2012-May 2013		Classroom observation data, teacher feedback from surveys
2. Lack of instruction on how to read and respond to informational text.	2.1 Provide professional development on how to read and respond to informational text.	Reading Coach	October 2012-May 2013		Classroom observation data, DRLA data (specifically Short/Extended Response questions), FAIR data
3. Lack of research-based strategies to teach reading and responding to informational text.	3.1 Purchase Dinah Zike's <u>Notebooking with Informational Text</u> for teachers to implement in their classrooms.	Administration Title I Coordinator	September 2012	\$377.10	Classroom observation data, DRLA data, FAIR data
	3.2 Provide training on how to use Dinah Zike's <u>Notebooking with Informational Text</u> .	Reading Coach, Title I Coordinator	October 2012		Classroom observation data, DRLA data, FAIR data
4. Lack of higher-order questioning strategies being used in	4.1 Provide professional development on Marzano's Higher Order	Reading Coach	November 2012		Classroom observation data, DRLA data, FAIR data

classrooms.	Questioning Strategies.				
	4.2 Provide training on how to use Brevard's <u>Steps to Quality Questioning</u> document effectively	Reading Coach	October/November 2012		Classroom observation data, teacher feedback from survey
5. Lack of effective interventions for students struggling with reading and responding to informational text.	5.1 Provide students with instruction on reading and responding to informational text during Walk to Intervention.	Reading Coach, classroom teachers, Title I teachers, ESOL teacher	October 2012-May 2013		Classroom observation data, formative assessment data, DRLA data, FAIR data
	5.1 Provide an additional Academic Support Teacher to decrease group size during Walk to Intervention.	Title I Coordinator, Administration	October 2012-May 2013	\$11,000	FAIR data, PASI/PSI data, DRLA data
6. Lack of complex text being used during the 90 minute reading block.	6.1 Provide teachers with lists and suggestions of grade level appropriate text that is complex for use during the 90 minute reading block.	Reading Coach	October 2012-May 2013		Teacher feedback

## EVALUATION - Outcome Measures and Reflection

**Qualitative and Quantitative Professional Practice Outcomes:** *(Measures the level of implementation of the professional practices throughout the school)*

**Quantitative Professional Practice Outcomes** will be measured using a variety of tools. Administrative classroom walkthrough data will show that 90% of Port Malabar's teachers will implement the strategies listed above in the "Action Steps". For example, after attending professional development "Fishbowl" sessions, where the Reading Coach models for teachers using informational text and evidence based written

responses, administrative classroom walkthrough data will show that 90% of Port Malabar's teachers will implement the modeled skill within one month of the observed lesson. 100% of teachers' PGP's will have strategies aligned to our School Based Objective. 100% of teachers will participate in professional development opportunities on site that relate to the School Based Objective. With 100% of teacher participation in professional development designed to improve teaching informational text and evidence based responses, we expect that the overall student scores will improve in the area of Informational Text and Media Literacy as measured by the District Required Literacy Assessments (DRLAs). As of October 2012, the average score for students in grades 3-6 on the Fall DRLA (Informational Text and Media Literacy strand only) was 72%. We would expect that as teachers attend professional development trainings and implement the strategies learned, student scores would increase overall in the area of Informational Text and Media Literacy by 5%.

In addition to quantitative outcomes, **Qualitative Professional Practice Outcomes** will also take place throughout the year. Administrative and peer observations will occur, conversations surrounding our School Based Objective will drive vertical and horizontal PLC meetings, and teachers will participate in surveys to help plan differentiated professional development sessions for future needs. These outcomes will be evidenced by agendas, minutes, observation checklists, survey responses, and anecdotal records.

**Qualitative and Quantitative Student Achievement Expectations:** *(Measures of student achievement)*

**Quantitative Student Achievement Expectations:** We would expect to see student scores improve in several areas. FAIR, DRLAs, and FCAT all have strands (or reporting categories) that are very closely tied to informational text. **FAIR** reports do not provide informational text average scores for the grade level (such as a school-wide report), yet individual classroom teachers do have access to this information and class data will be used to help plan future instruction. As of October 2012, the average score for students in grades 3-6 on the Fall **DRLA** (Informational Text and Media Literacy strand only) was 72% (3<sup>rd</sup> grade average = 69%, 4<sup>th</sup> grade average = 70%, 5<sup>th</sup> grade average = 85%, 6<sup>th</sup> grade average = 65%). We would expect to see these averages improve by 5% over the course of the year as teachers implement new strategies learned into their classrooms. Using 2012 **FCAT** data, the reporting category of Informational Text and Research Process shows a similar trend. (3<sup>rd</sup> grade average = 5/8, 4<sup>th</sup> grade average = 6/8, 5<sup>th</sup> grade average = 9/14, 6<sup>th</sup> grade average = 4/6) Because these values are reported by raw scores, a percentage increase, such as 5%, may not be possible. We expect that students will maintain and/or improve these raw scores, assuming that the reporting category values are the same for the 2013 test.

**Qualitative Student Achievement Expectations:** Teacher observations and students surveys will show that our "Action Steps" have been implemented in classrooms. Students will be surveyed periodically to determine the need for additional reteaching of particular skills. Rubrics will be used to assess and score students' writing using evidence based responses. Evidence will include student observation records, teacher lesson plans, survey responses, and progress monitoring checklists.



# APPENDIX A

(ALL SCHOOLS)

<p style="text-align: center; margin: 0;"><b>Reading Goal</b></p> <p style="margin: 0;"><b>1. Through professional development, training, and modeling, Port Malabar teachers will strengthen the 90-minute block and provide daily instruction to students in differentiated small groups. Once the 90-minute blocks are implemented with fidelity, we expect to see a direct correlation in improved student test scores. Using the FCAT 2.0 Reading test as an outcome measure, we expect to see an increase in 5% in all areas.</b></p>	<p style="text-align: center; margin: 0;"><b>2012 Current Level of Performance</b></p> <p style="font-size: small; margin: 0;">(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</p>	<p style="text-align: center; margin: 0;"><b>2013 Expected Level of Performance</b></p> <p style="font-size: small; margin: 0;">(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</p>
<p><b>Anticipated Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Time for training and professional development</li> <li>2. Many new teachers on staff who need guidance and assistance</li> <li>3. Resources to provide teachers with rigorous independent practice opportunities for different types of learners (ELL, SWD, students needing enrichment, etc.)</li> </ol>		
<p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1a. Plan school-wide "Fishbowl" lessons. Substitutes are hired for the day and rotate throughout the building while teachers attend model-lessons provided by Reading Coach during their substitute coverage.</li> <li>1b. Two hours per month built into schedule for professional development opportunities and Best Practices (Thursday afternoons, 2:30-3:30)</li> <li>2. New Teacher/Mentor Program- Assistant Principal pairs new teachers with veterans who can guide them in instructional design and lesson planning and answer questions pertaining to the 90-minute block. New Teachers also meet with Reading Coach to schedule model lessons and data analysis sessions.</li> <li>3. Title I monies and other sources of fundraising will be used to purchase materials and resources that can be used during the 90-minute block to supplement the Core and provide students with differentiated independent practice opportunities.</li> </ol>		
<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Some students lack fluency, which impacts overall comprehension.</li> <li>2. Some students are "word callers" and can read fluently but do not comprehend what they are reading.</li> <li>3. Some students do not choose to read independently in multiple genres.</li> <li>4. Some students lack the motivation to read for pleasure, or choose text that is well below their independent reading level.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will provide instruction to students on multisyllabic patterns and common Greek and Latin roots. As their ability to decode improves, fluency and comprehension should follow. (Professional Development opportunities for teachers on multisyllabic words and Greek/Latin roots will be provided for teachers new to Port Malabar and for those who have not previously been trained.)</li> <li>2. Teachers will provide instruction to students on various comprehension strategies (making connections, predicting, questioning, imaging, inferring, determining importance, and synthesizing) using <u>The Comprehension Toolkit</u> or the 95% Group's: <u>Blueprint for Comprehension</u>. (Professional Development opportunities for teachers on comprehension strategies will be provided for teachers new to Port Malabar and for those who have not previously been trained.)</li> </ol>	<p><b><u>3<sup>rd</sup> Grade</u></b> 29% (27)</p> <p><b><u>4<sup>th</sup> Grade</u></b> 28% (27)</p> <p><b><u>5<sup>th</sup> Grade</u></b> 28% (28)</p> <p><b><u>6<sup>th</sup> Grade</u></b> 37% (35)</p>	<p><b><u>3rd Grade</u></b> 34% (32)</p> <p><b><u>4<sup>th</sup> Grade</u></b> 33% (32)</p> <p><b><u>5<sup>th</sup> Grade</u></b> 33% (33)</p> <p><b><u>6<sup>th</sup> Grade</u></b> 42% (40)</p>

<p>3. Teachers will conference with students to ensure that students are reading independently from multiple genres. Students will record book titles on reading logs to track their progress.</p> <p>4. Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands.</p>		
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading</p> <p><b>Barrier(s):</b>N/A</p> <p><b>Strategy(s):</b>N/A</p> <p>1.</p>	N/A	N/A
<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. It can be difficult to move students along the Depth of Knowledge continuum (from Recalling/Remembering to Extended Thinking/Creating).</li> <li>2. It can be difficult to teach students to identify theme/topic if we are simply following the pacing guide and only using Core materials.</li> <li>3. Some students struggle with understanding text structures and text features.</li> <li>4. Some students are satisfied reading moderate level texts, but need to be exposed to more complex texts.</li> <li>5. Lack of supplemental enrichment materials to provide high performing students with independent practice during 90-minute block.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will share the Bloom's/Webb DOK with students and plan lessons that include activities at the higher end of the continuum. (Training and information will be provided for teachers new to Port Malabar and for those who have not previously been trained on Bloom's Taxonomy and Webb's Depth of Knowledge.)</li> <li>2. The Media Specialist will help support classroom teachers and plan lessons that incorporate theme/topic discussions during weekly visits to the library. Classroom teachers will use the Treasures Read Aloud Anthology and other titles suggested in the Common Core text exemplars to create additional opportunities for students to identify theme/topic in selected pieces of text.</li> <li>3. Teachers will provide instruction to students on text structures and text features found in pieces of informational text. (Professional Development opportunities for teachers on text structures and text features will be provided for teachers new to Port Malabar and for those who have not previously been trained.)</li> <li>4. Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands.</li> <li>5. Title 1 monies and other sources of fundraising will be used to purchase materials and resources that can be used during the 90-minute block to supplement the Core and provide students with differentiated independent practice opportunities.</li> </ol>	<p><b><u>3<sup>rd</sup> Grade</u></b> 30% (28)</p> <p><b><u>4<sup>th</sup> Grade</u></b> 31% (30)</p> <p><b><u>5<sup>th</sup> Grade</u></b> 29% (29)</p> <p><b><u>6<sup>th</sup> Grade</u></b> 34% (32)</p>	<p><b><u>3<sup>rd</sup> Grade</u></b> 35% (33)</p> <p><b><u>4<sup>th</sup> Grade</u></b> 36% (35)</p> <p><b><u>5<sup>th</sup> Grade</u></b> 34% (34)</p> <p><b><u>6<sup>th</sup> Grade</u></b> 39% (37)</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b>N/A</p> <p><b>Strategy(s):</b>N/A</p> <p>1.</p>	N/A	N/A
<p><b>Florida Alternate Assessment:</b></p>	N/A	N/A

<p>Percentage of students making learning Gains in Reading</p> <p><b>Barrier(s):N/A</b></p> <p><b>Strategy(s):N/A</b></p> <p>1.</p>		
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Reading *3<sup>rd</sup> grade data based on retained 3<sup>rd</sup> grade students</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Scheduling challenges make it difficult to provide every student in the lowest 25% with an additional 30 minutes of small group instruction each day. Some groups have traditionally had 10-15 students, rather than 6 or less.</b></li> <li><b>Some students in this group are lacking in sight word fluency, thus impacting oral reading fluency and comprehension.</b></li> <li><b>Some students lack the motivation to read for pleasure, or choose text that is well below their independent reading level.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>“Walk to Intervention” model will include more teachers at each grade level this year (classroom teachers, Title One teachers, ESOL teachers, ESE resource teachers, SLPs, and Academic Support Program teachers) to help keep groups of Lowest 25% students smaller this year.</b></li> <li><b>Fry sight word screenings will be administered to students with fluency concerns. After data analysis, sight word lessons will be planned for students lacking grade level appropriate sight word fluency.</b></li> <li><b>Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands.</b></li> </ol>	<p><b>3<sup>rd</sup> Grade</b> *100% (3)</p> <p><b>4<sup>th</sup> Grade</b> 53% (10)</p> <p><b>5<sup>th</sup> Grade</b> 68% (15)</p> <p><b>6<sup>th</sup> Grade</b> 73% (16)</p>	<p><b>3<sup>rd</sup> Grade</b> *100% (2)</p> <p><b>4<sup>th</sup> Grade</b> 58% (11)</p> <p><b>5<sup>th</sup> Grade</b> 73% (16)</p> <p><b>6<sup>th</sup> Grade</b> 78% (18)</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Reading</p> <p><b>Barrier(s): N/A</b></p> <p><b>Strategy(s): N/A</b></p> <p>1.</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2010-11:</b> <b>In 2010-2011, 65% of our students made satisfactory progress in Reading. This number declined to 62% of students making satisfactory progress in 2011-2012.</b></p>	<p>Reading: % Satisfactory in 2012 All Students: 62%</p>	<p>Reading: Target AMO for 2013 All Students: 71%</p>
<p><b>Student subgroups by race and ethnicity NOT making satisfactory progress in reading :</b></p> <p>In Reading, we did not meet our overall AMO Target set for the 2012 school year of 68% of students scoring satisfactory or higher. 62% of our students were satisfactory, but our AMO Target was 68%. Although we did not meet our overall target, we did meet the targets set for our Black and Hispanic students. We did not improve or make Safe Harbor in any other subgroups.</p>	<p>Enter numerical data for current level of performance</p> <p><u>American Indian Students:</u> (Fewer than 10 students)</p> <p><u>Asian Students:</u> (Fewer than 10 students)</p> <p><u>Black Students:</u> Met AMO Target</p> <p><u>Hispanic Students:</u> Met AMO Target</p> <p><u>White Students:</u> 65%</p>	<p>Enter numerical data for expected level of performance</p> <p><u>American Indian Students:</u> (Fewer than 10 students)</p> <p><u>Asian Students:</u> (Fewer than 10 students)</p> <p><u>Black Students:</u> 57%</p> <p><u>Hispanic Students:</u> 63%</p> <p><u>White Students:</u> 78%</p>

<p><b>English Language Learners (ELL) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>Limited tier 1 and tier 2 vocabulary</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>ESOL teacher and assistant will provide differentiated instruction on tier 1 and tier 2 vocabulary words during Walk to Intervention in order to increase academic achievement in reading.</li> </ol>	<p><b><u>% Satisfactory in 2012:</u></b></p> <p>33%</p>	<p><b><u>Target AMO for 2013:</u></b></p> <p>52%</p> <p>(Safe Harbor: 43%)</p>
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>Student lack sight word and academic vocabularies needed to read, comprehend, and respond to informational text.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>ESE teachers will provide differentiated instruction on sight word and academic vocabulary during Walk to Intervention to increase academic achievement in reading.</li> <li>Provide individualized services according to student IEP's in order in maximize student learning in reading.</li> </ol>	<p><b><u>% Satisfactory in 2012:</u></b></p> <p>24%</p>	<p><b><u>Target AMO for 2013:</u></b></p> <p>46%</p> <p>(Safe Harbor: 34%)</p>
<p><b>Economically Disadvantaged Students not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>Student lack sight word and academic vocabularies needed to read, comprehend, and respond to informational text.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>Title 1 teachers and classroom teachers will provide differentiated instruction on sight word and academic vocabulary words during Walk to Intervention to increase academic achievement in reading.</li> <li>Utilize Progress Monitoring Plans (PMP) for students that are working below grade level in reading to focus on individual needs.</li> </ol>	<p><b><u>% Satisfactory in 2012:</u></b></p> <p>60%</p>	<p><b><u>Target AMO for 2013:</u></b></p> <p>68%</p>

### Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
<p>Reading Coach will use the "fishbowl" technique to train teachers on how to use informational text to teach reading and writing.</p>	<p>October 2012</p>	<p>Classroom walkthroughs, Administrative and peer observations</p>
<p>Assistant Principal, Reading Coach, and Title One team will provide professional development for teachers on whole group and small group differentiated instruction that should occur within the 90-minute block.</p>	<p>October 2012</p>	<p>Exit slips, Classroom walkthroughs, Administrative and peer observations</p>
<p>Training provided to teachers on Higher Order Thinking and Questioning Strategies, using Steps to Quality Questioning</p>	<p>October-December 2012</p>	<p>Classroom walkthroughs, Administrative and peer observations</p>

document.

<b>CELLA GOAL</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
2012 Current Percent of Students Proficient in <b>Listening/ Speaking:</b> 45%	Lack of exposure to spoken English and lack of rich, oral vocabulary	Read alouds, Think-pair-share, role-playing, show-n-tell, story re-telling, rich vocabulary-based experiences	ESOL Teacher, Classroom Teachers/ CELLA, FAIR Vocabulary
2012 Current Percent of Students Proficient in <b>Reading:</b> 29%	Decoding skills such as phonics and English orthography, limited experience with printed text in English	Visual representations for printed text  Readers' Theater  Minimum of 30 min. weekly utilizing online computer-based ESOL program for Reading (learningtoday.com)	learningtoday.com/ progress reports, report cards, CELLA, DRLAs
2012 Current Percent of Students Proficient in <b>Writing:</b> 24%	Limited knowledge of English syntax and semantics	Journals, extensive practice with short responses, extended responses, and expanded sentences  Exposure to grammatically correct text and grammar practices and drills	DRWAs, FCAT Writes, CELLA, SR/ER on DRLAs

<b>Mathematics Goal(s):</b>	<b>2012 Current Level of Performance</b> (Enter percentage information and the number of students that percentage reflects)	<b>2013 Expected Level of Performance</b> (Enter percentage information and the number of students that percentage reflects)
<b>1. Through professional development, training, and modeling, Port Malabar teachers will strengthen the math block and provide daily instruction to students in differentiated small groups. Once the math blocks are implemented with fidelity, we expect to see a direct correlation in improved student test scores. Using the FCAT 2.0 Math test as an outcome measure, we expect to see an increase in 5% in all areas.</b>		
<b>Anticipated Barrier(s):</b> 1. Time for training and professional development 2. Many new teachers on staff who need guidance and assistance 3. Resources to provide teachers with rigorous independent practice opportunities for different types of learners (ELL, SWD, students needing enrichment, etc.)		
<b>Strategy(s):</b> 1. Plan school-wide "Fishbowl" lessons. Substitutes are hired for the day and rotate throughout the building while teachers attend model-lessons provided by Grade Level Math Contacts during their substitute coverage. 1b. Two hours per month built into schedule for professional development opportunities and Best Practices (Thursday afternoons, 2:30-3:30) 4. New Teacher/Mentor Program- Assistant Principal will pair new teachers with veterans who can		

<p>guide them in instructional design and lesson planning and answer questions pertaining to the components of Common Core. New Teachers also will meet with Math Coach to schedule model lessons and data analysis sessions.</p> <p>5. Title 1 monies and other sources of fundraising will be used to purchase materials and resources that can be used during math instruction to supplement the Core and provide students with differentiated independent practice opportunities.</p>		
<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. Some students lack basic fact fluency (addition, subtraction, multiplication, division), which impacts success in other math concepts.</li> <li>2. Some students have a lack of understanding in the areas of number sense and place value.</li> <li>3. Some students lack the motivation to take time and make sense of problems and persevere in solving them.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. a) Teachers will provide a daily ten minute review of basic facts using flashcards, board races, oral recitations, and/or Mad Minutes. As their fluency improves, success in other mathematical concepts should follow. (Materials and instructional pieces will be provided from the Math Resource room, managed by the school's math coach.) b) The Math Coach will meet weekly with each 3<sup>rd</sup> grade class for a 40 minute block to model multiplication &amp; division strategies, while teaching the basic facts using the Rhymes n' Times program.</li> <li>2. a) Teachers will be introduced to the Singapore Math program which emphasizes the development of math proficiency on place value. b) Teachers will be introduced to the Number Talks program and begin using daily in their classes. (Title 1 funds will be used to purchase a copy of Number Talks for participating teachers).</li> <li>3. To motivate students, teachers will develop individual student monitoring charts and a class recognition board to monitor and display individual student growth.</li> </ol>	<p><b>3<sup>rd</sup> Grade</b> 34% (32)</p> <p><b>4<sup>th</sup> Grade</b> 31% (30)</p> <p><b>5<sup>th</sup> Grade</b> 18% (18)</p> <p><b>6<sup>th</sup> Grade</b> 35% (32)</p>	<p><b>3<sup>rd</sup> Grade</b> 39% (37)</p> <p><b>4<sup>th</sup> Grade</b> 36% (35)</p> <p><b>5<sup>th</sup> Grade</b> 23% (23)</p> <p><b>6<sup>th</sup> Grade</b> 40% (38)</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics</p> <p><b>Barrier(s):</b> N/A</p> <p><b>Strategy(s):</b> N/A</p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p>N/A</p>	<p>N/A</p>
<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>1. It can be difficult to move students along the Depth of Knowledge continuum- from Recalling and Remembering to Reasoning Abstractly and Quantitatively.</li> <li>2. It can be difficult to teach students using the Common Core State Standards (CCSS) Mathematical Practices, if we are simply following the pacing guide and only using the district provided Core Curriculum (enVision and Math Connects).</li> <li>3. Some students do not understand the need to attend to precision and/or check solutions for reasoning while working with word problems.</li> <li>4. Teachers may not have the needed time to research, find, and implement enrichment resources, programs, and curriculum.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will share the Bloom's Taxonomy/Webb's Depth of Knowledge with students and plan lessons that include activities at the higher end of the continuum. (Trainings, refresher meetings, and information will be provided for</li> </ol>	<p><b>3<sup>rd</sup> Grade</b> 18% (17)</p> <p><b>4<sup>th</sup> Grade</b> 34% (33)</p> <p><b>5<sup>th</sup> Grade</b> 30% (30)</p> <p><b>6<sup>th</sup> Grade</b> 38% (36)</p>	<p><b>3<sup>rd</sup> Grade</b> 23% (22)</p> <p><b>4<sup>th</sup> Grade</b> 39% (38)</p> <p><b>5<sup>th</sup> Grade</b> 35% (35)</p> <p><b>6<sup>th</sup> Grade</b> 43% (41)</p>

<p>teachers).</p> <ol style="list-style-type: none"> <li>The Math Coach will help support classroom teachers and plan lessons that incorporate the CCSS Mathematical Practices. Classroom teachers will use the grade level Resource Charts, provided in the Elementary Mathematics Handbooks, as a guide to prepare additional opportunities for students to develop mathematical proficiency.</li> <li>Teachers will plan for and present students with <i>one</i> problem of the day, where students will work collaboratively in groups to explore and break apart a real-life word problem. This practice will reinforce the importance of the skills of precise communication to others and justifying reasoning.</li> <li>During Vertical Math Team Meetings (meet every other week for 40 minutes), facilitated by the Math Coach, grade level math contacts will explore various resources and enrichment programs (Van de Walle, AIMS, Math Solutions, Hands On Equations, etc.) to find activities for use with their students and to share with their teams.</li> </ol>		
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics <b>Barrier(s): N/A</b> <b>Strategy(s): N/A</b> 1.</p>	N/A	N/A
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics <b>Barrier(s): N/A</b> <b>Strategy(s): N/A</b> 1.</p>	N/A	N/A
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics *3<sup>rd</sup> grade data based on retained 3<sup>rd</sup> grade students</p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li>Scheduling challenges make it difficult to provide every student in the lowest 25% with an additional 30 minutes of small group instruction each day.</li> <li>Some students in this group are lacking in the knowledge of place value and basic number sense, thus negatively impacting success in various grade level appropriate math skills and concepts.</li> <li>Due to declining progression behind their peers, some students become frustrated and lack the motivation to persevere in mathematics.</li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>“Walk to Intervention” model will include more teachers at each grade level this year (classroom teachers, Title One teachers, ESOL teachers, ESE resource teachers, SLPs, and Academic Support Program teachers) to help keep groups of Lowest 25% students smaller this year.</li> <li>Using the program “Do The Math” (Scholastic), Walk to Intervention teachers will pull small groups to focus on place value, number sense, and the number cores of addition &amp; subtraction. This will assist in building strong foundational understandings in these basic skills, and lead to greater success in more complex concepts.</li> <li>By working in small, ability based groups, students will experience less pressure as they are working with peers on their level. Students will receive more intense instruction, and have additional one-on-one time with a teacher. These factors will aid in creating feelings of comfort for mathematics and lead to motivation for success.</li> </ol>	<p><b><u>3<sup>rd</sup> Grade</u></b> *33% (1) <b><u>4<sup>th</sup> Grade</u></b> 71% (15) <b><u>5<sup>th</sup> Grade</u></b> 70% (16) <b><u>6<sup>th</sup> Grade</u></b> 71% (15)</p>	<p><b><u>3<sup>rd</sup> Grade</u></b> *66% (2) <b><u>4<sup>th</sup> Grade</u></b> 76% (16) <b><u>5<sup>th</sup> Grade</u></b> 75% (18) <b><u>6<sup>th</sup> Grade</u></b> 76% (16)</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics <b>Barrier(s): N/A</b> <b>Strategy(s): N/A</b></p>	N/A	N/A

1.		
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline Data 2010-11:</b>  <b>In 2010-2011, 62% of our students made satisfactory progress in Math. This number remained at 62% of students making satisfactory progress in 2011-2012.</b></p>	<p>Math: % Satisfactory in 2012  All Students: 62%</p>	<p>Math: Target AMO for 2013  All Students: 68%</p>
<p><b>Student subgroups by race and ethnicity NOT making satisfactory progress in mathematics:</b></p> <p>In Math, we did not meet our overall AMO Target set for the 2012 school year of 65% of students scoring satisfactory or higher. 62% of our students were satisfactory, but our AMO Target was 65%. Although we did not meet our overall target, we did meet the targets set for our ELL and Hispanic students. For our Black students, SWDs, and ED students, scores improved from the 2011 test to the 2012 test, but targets were not met. Our white students dropped from 71% satisfactory in 2011 to 68% in 2012.</p>	<p>Enter numerical data for current level of performance</p> <p><u>American Indian Students:</u>  (Fewer than 10 students)</p> <p><u>Asian Students:</u>  (Fewer than 10 students)</p> <p><u>Black Students:</u>  40%</p> <p><u>Hispanic Students:</u>  Met AMO Target</p> <p><u>White Students:</u>  68%</p>	<p>Enter numerical data for expected level of performance</p> <p><u>American Indian Students:</u>  (Fewer than 10 students)</p> <p><u>Asian Students:</u>  (Fewer than 10 students)</p> <p><u>Black Students:</u>  49%</p> <p><u>Hispanic Students:</u>  60%</p> <p><u>White Students:</u>  76%</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Mathematics</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Lack of math vocabulary.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>ESOL teacher and ESOL assistant will differentiate instruction in math vocabulary during Walk to Intervention in order to increase student achievement in math.</b></li> </ol>	<p><b>% Satisfactory in 2012:</b>  Met AMO Target</p>	<p><b>Target AMO for 2013:</b>  43%</p>
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Lack of math vocabulary.</b></li> <li><b>Students are not fluent in their math facts.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>ESE teachers will differentiate math instruction during Walk to Intervention in order to increase math vocabulary and fluency in math facts in order to increase student achievement in math.</b></li> <li><b>Provide individualized services according to student's IEP's in order to maximize student learning.</b></li> </ol>	<p><b>% Satisfactory in 2012:</b>  28%</p>	<p><b>Target AMO for 2013:</b>  39%</p> <p>(Safe Harbor: 38%)</p>
<p><b>Economically Disadvantaged Students not making satisfactory progress in Mathematics</b></p> <p><b>Barrier(s):</b></p> <ol style="list-style-type: none"> <li><b>Lack of math vocabulary.</b></li> <li><b>Students are not fluent in their math facts.</b></li> </ol> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li><b>Title 1 teachers and classroom teachers will differentiate math instruction during Walk to Intervention in order to increase math vocabulary and fluency in math facts in order to increase student achievement in math.</b></li> <li><b>Utilize Progress Monitoring Plans (PMP) for students that are working below grade level in reading to focus on individual</b></li> </ol>	<p><b>% Satisfactory in 2012:</b>  57%</p>	<p><b>Target AMO for 2013:</b>  63%</p>



needs and increase achievement.		
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### Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Provide professional development on math intervention strategies using the book <u>Number Talks</u> .	October 2012	Classroom observations, math intervention data, Math DA

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
As we begin the transition towards Common Core Standards, teachers will focus on expository writing. Students will be asked to read a piece of nonfiction text and respond to it through writing. The focus will be on explaining and summarizing what they have read.		
<b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing <b>Barrier(s):</b> <ol style="list-style-type: none"> <li>1. Last year, students were given 45 minutes to respond to the FCAT Writing prompt. Some students struggled to finish in the allotted amount of time.</li> <li>2. Student's FCAT Writing papers lacked grade level appropriate spelling.</li> <li>3. The students' FCAT Writing papers lacked grade level appropriate grammar and conventions.</li> </ol> <b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1. An extra 15 minutes will be added to the FCAT Writing test. Students will now be given 1 hour to respond to the prompt.</li> <li>2. Weekly spelling lists will be created using high frequency/grade level appropriate words.</li> <li>3. Teachers will use the new county publication "Sentence Imitation" to help teach grammar.</li> </ol>	84% (82)	89% (86)
<b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing	N/A	N/A

Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Teachers will be use informational text to teach science topics. Students will then respond to the topic through evidence-based writing to explain and summarize what they have read.		
<b>Barrier(s):</b>		

<b>1.</b> Lack of teachers using inquiry based science instruction. <b>Strategy(s):</b> <b>1.1</b> Provide staff development on inquiry based science instruction. <b>1.2</b> Teachers and students participate in school science fair in order to increase student awareness of the scientific method.		
<b>FCAT 2.0</b> Students scoring at Achievement level 3 in Science:	41% (41)	46% (46)
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science	N/A	N/A
<b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Science:	23% (23)	28% (28)
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading	N/A	N/A

## APPENDIX C (TITLE 1 SCHOOLS ONLY)

### Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Implement new teacher mentoring program. Veteran teachers who are CET trained will be paired with new teachers to help them become successful, highly effective teachers.	Assistant Principal	May 2013
2. Create vertical and horizontal PLC's that meet on a biweekly basis. These PLC's will give teachers the opportunity to collaborate with their grade level team and other teachers from all grade levels in order to become successful and highly effective.	Principal, Assistant Principal	May 2013
3.		

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. \*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 effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	

***For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.***

**MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI** (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

**RtI Team:**

The Port Malabar RtI team consists of classroom teachers, reading coach, administrators, guidance counselor, Title 1 coordinator, ESE resource teachers, math coach, and school psychologist when needed. The RtI team will meet biweekly for RtI meetings.

**Training:**

All instructional staff will receive an overview during preplanning of how the RtI process is going to strengthen student achievement. During the first few biweekly RtI meetings, the RtI team will meet with grade levels to review what teachers should expect at RtI and IC (Instructional Consultation) meetings.

**Implementation:**

RtI meetings will consist of the grade level teams, Title 1 coordinator, guidance counselor, principal and/or assistant principal, and reading and/or math coach. We will track student progress and discuss current strategies/interventions. The assistant principal will provide support to the grade level in locating staff and material resources that are needed. The reading and math coach will assist with deciding appropriate strategies and interventions for struggling students. The classroom teachers will share ideas that have been successful with similar students. As we progress through the RtI process we will implement the Instructional Consultation process. These meetings will include additional members of the RtI 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. In the event that the intervention was not effective, the team will determine the next intervention for implementation.

**Data Sources/Data Management:**

Tier 1 Instruction - The assistant principal will maintain a binder of students receiving support from Tier 1 instruction. The binder will include a spreadsheet to include assessment data and teacher feedback regarding students receiving Tier 1 support. The classroom teacher will also track these students. This spreadsheet will be modified regularly to add or move students as needed.

Tier 2 Instruction - Using the RtI format, students receiving Tier 2 instruction will be discussed at grade level PLC meetings held biweekly. Each student will have a folder that will hold data to include assessment, teacher feedback, interventions used, and intervention progress. To ensure that essential members of the RtI team and intervention providers have the appropriate paperwork, non-classroom

teachers will have binders with copies of the Tier 2 instruction information. Additionally, the assistant principal will maintain a binder with all of the Tier 2 instructional information.

Tier 3 Instruction – Using the Instruction Consultation format, students needing Tier 3 instruction will continue with the folders used in RtI. The assistant principal will have an Instructional Consultation binder that will hold the calendar for scheduled IPST meetings, Tier 3 instructional information, and intervention progress data. If needed, the binder will be created for the school psychologist to include student data.

**Development/Implementation of SIP:**

The RtI Leadership team will provide direct guidance in the development of the SIP. The RtI team will develop the school improvement strategies for the SIP to support all of the teachers and students at our school. Since RtI will help move our school in a positive direction, the team will carefully write goals for our school to track the progress throughout the year. This will ensure that we are maintaining focus. There will be a relationship between the ongoing process of RtI and the process of implementing the SIP.

**PARENT INVOLVEMENT:  
See Parent Involvement Plan**

**ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)**

Current Attendance Rates (2012): 95.43%                      Expected Attendance Rates (2013): 97%

Excessive Absences 2012: 168 students      Excessive Absences 2013: 84 students

We will have classroom teachers monitor student attendance. Once a student is absent 3 days, the classroom teacher is to contact the parent to inform them of the Brevard County attendance policy. The guidance counselor will notify parents when the student is close or over the 9 day limit per semester. Students who are over the 9 day limit per semester will be brought up to RtI to discuss further options.

Excessive Tardies 2012: 124 students                      Excessive Tardies 2013: 62 students

We will have classroom teachers monitor student tardies. Students that have excessive tardies will be brought up to RtI to discuss further options. The guidance counselor will notify parents when a student has excessive tardies.

**SUSPENSION:**

In 2012, Port Malabar had 59 incidences that resulted in students being suspended from school. By utilizing positive behavior management strategies, we hope to decrease this number to 30 in 2013.

**DROP-OUT (High Schools only):**

**POSTSECONDARY READINESS:** (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)