

Brevard Public Schools

Port Malabar Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	28
Budget to Support Goals	0

Port Malabar Elementary School

301 PIONEER AVE NE, Palm Bay, FL 32907

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

Demographics

Principal: Gregory Rubick M

Start Date for this Principal: 1/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (51%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	0

Port Malabar Elementary School

301 PIONEER AVE NE, Palm Bay, FL 32907

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kahler, Stefania	Teacher, K-12	Title I coordinator, ensuring Title I budget/framework is in compliance Works with Tier 2 and Tier instructional groups Stefania Kahler is the Title One Coordinator and she supports tiered interventions, data collection, and student progress monitoring. She co-facilitates the MTSS team and meets with teachers bi-weekly to monitor students who are academically at risk. Mrs. Kahler plans and organizes Family Involvement events, provides professional development, and is the Treasurer of the School Advisory Council.
King, Michelle	Instructional Coach	Michelle King is our Literacy Coach and serves as a School Advisory Council member. She monitors instruction and student mastery of the BEST standards and oversees all Reading programs. Mrs. King meets weekly with teachers to plan and model standards-based lessons and district initiatives. She co-facilitates bi-monthly data meetings to analyze student data and plan tiered instruction and acceleration. She plans professional development opportunities for teachers, leads the Literacy Leadership Team, and serves as a member of the School Advisory Council.
Fredenburg, Michael	Assistant Principal	Michael Fredenburg is the assistant principal, and supports various aspects of school improvement including curriculum, assessments, student discipline, and facility security and safety. Additionally, he coordinates the Beginning Teacher Program, plans some professional development, and serves as the school testing coordinator. He heads the guidance department and ensures the Rtl meetings are run and ensures teachers are closely monitoring student progress through data chat meetings. He is also the ESOL coordinator, is over facilities and students at risk population.
Rubick, Gregory	Principal	Greg Rubick is the principal and serves as the instructional leader, overseeing all aspects of school improvement including personnel, student achievement, and school safety. He facilitates collaboration and problem solving among the staff to ensure the implementation of high quality instructional practices utilizing the MTSS process. Mr. Rubick is a member of the IPST, the School Advisory Council, and PTO where he communicates school-wide data involving all stakeholders. He also ensures that school safety and student well-being remain high priorities contributing to student success.

Demographic Information

Principal start date

Monday 1/6/2020, Gregory Rubick M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

626

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	72	85	100	87	96	77	0	0	0	0	0	0	591
Attendance below 90 percent	8	14	6	7	5	13	9	0	0	0	0	0	0	62
One or more suspensions	0	2	5	2	7	16	4	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	3	6	2	2	0	0	0	0	0	0	13
Course failure in Math	0	0	0	2	4	4	2	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	11	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	17	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	1	6	14	16	19	24	16	0	0	0	0	0	0	96
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	3	14	13	9	0	0	0	0	0	0	39
Level 1 on 2021 statewide FSA Math assessment	0	0	0	4	29	23	22	0	0	0	0	0	0	78

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	10	6	7	21	25	19	0	0	0	0	0	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	10	5	4	1	3	2	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	1	4	1	0	0	0	0	0	0	8

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	86	94	79	94	76	93	0	0	0	0	0	0	607
Attendance below 90 percent	13	19	15	5	13	13	16	0	0	0	0	0	0	94
One or more suspensions	1	5	5	4	11	9	8	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	0	6	6	4	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	9	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	15	16	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	20	0	0	0	0	0	0	38

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	13	8	3	2	1	0	1	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	86	94	79	94	76	93	0	0	0	0	0	0	607
Attendance below 90 percent	13	19	15	5	13	13	16	0	0	0	0	0	0	94
One or more suspensions	1	5	5	4	11	9	8	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	0	6	6	4	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	9	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	15	16	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	20	0	0	0	0	0	0	38

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	13	8	3	2	1	0	1	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	1	1	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	62%	57%	56%	60%	56%
ELA Learning Gains				67%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				68%	57%	53%	41%	46%	48%
Math Achievement				58%	63%	63%	54%	62%	62%
Math Learning Gains				62%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile				50%	53%	51%	46%	49%	47%
Science Achievement				47%	57%	53%	49%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison						
04	2021					
	2019	59%	61%	-2%	58%	1%
Cohort Comparison		-64%				
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-59%				
06	2021					
	2019	57%	60%	-3%	54%	3%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	61%	-3%	62%	-4%
Cohort Comparison						
04	2021					
	2019	59%	64%	-5%	64%	-5%
Cohort Comparison		-58%				
05	2021					
	2019	41%	60%	-19%	60%	-19%
Cohort Comparison		-59%				
06	2021					
	2019	69%	67%	2%	55%	14%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	56%	-11%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady ELA and Math diagnostic assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	38	57
	Economically Disadvantaged	25	27	47
	Students With Disabilities	13	27	47
	English Language Learners	33	22	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	38	55
	Economically Disadvantaged	17	31	42
	Students With Disabilities	0	20	47
	English Language Learners	11	11	44
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	37	58
	Economically Disadvantaged	28	34	50
	Students With Disabilities	13	27	47
	English Language Learners	25	38	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	38	55
	Economically Disadvantaged	16	33	45
	Students With Disabilities	0	27	47
	English Language Learners	13	13	38

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	53	68
	Economically Disadvantaged	36	54	67
	Students With Disabilities	20	33	60
	English Language Learners	19	25	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	35	53
	Economically Disadvantaged	12	31	52
	Students With Disabilities	7	20	47
	English Language Learners	6	25	44
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	59	64
	Economically Disadvantaged	31	44	61
	Students With Disabilities	22	43	52
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	27	46
	Economically Disadvantaged	12	17	32
	Students With Disabilities	9	4	13
	English Language Learners	25	25	25

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	48	58
	Economically Disadvantaged	38	37	49
	Students With Disabilities	19	22	31
	English Language Learners	0	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	35	52
	Economically Disadvantaged	9	25	43
	Students With Disabilities	6	22	34
	English Language Learners	0	14	29
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	42	54
	Economically Disadvantaged	35	42	52
	Students With Disabilities	18	23	32
	English Language Learners	0	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	30	45
	Economically Disadvantaged	6	23	44
	Students With Disabilities	0	18	23
	English Language Learners	0	20	20

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	40	62	60	19	42	38	25				
ELL	44	53		41	60						
BLK	38	52		35	38		55				
HSP	46	61	70	44	64		50				
MUL	52			45							
WHT	71	62	58	54	51	33	46				
FRL	49	63	64	37	48	46	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	55	59	36	53	41	24				
ELL	52	57		56	67						
BLK	42	63	82	41	57	61	30				
HSP	61	63	50	57	58	38	50				
MUL	64	71		63	67						
WHT	66	69	67	63	64	47	55				
FRL	53	66	70	48	59	51	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	40	39	21	45	41	24				
ELL	45	69		45	63						
BLK	39	51	45	34	60	47	32				
HSP	56	59	54	52	60	44	47				
MUL	58	57		52	70						
WHT	61	50	32	61	60	47	55				
FRL	51	49	37	46	55	44	41				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	456

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Port Malabar students continue to show ELA learning gains in grades 4-6 and in our ELA lowest 25%. The upward ELA trend began in the 2018-2019 school year with the addition of iReady online instruction and the Ready LAFS curriculum. Overall ELA proficiency has ranged from 56% to 61% for the past 4 years.

Port Malabar students were on an upward trend in Math during the 2018 and 2019 school years, but then with all students at home during the spring of 2020 and many at home during the 2020-2021 school year, Math scores declined in all areas according to 2021 FSA results. After discussions with various stakeholders, many felt that Math may have suffered more than ELA as students were unable to use manipulatives and many students had instructional gaps as they missed lessons due to quarantines and illnesses/absences.

Science proficiency has ranged from 47% to 49% for the past 4 years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We experienced a significant decline in Overall Math Achievement in 2021, dropping to 48%. 55% of 4th graders were at proficiency in 2021, a drop of 4%, and 37% of 5th graders were at proficiency in 2021, a drop of 4%. Our 6th graders showed a significant drop, 15%, in Overall Math Proficiency. We also saw a significant increase, 7%, in students scoring level 1 in 6th grade on the 2021 FSA math.

Additionally, the 3rd grade scores saw the most significant decline in Overall Math Achievement,

decreasing by 22%, as well as as a significant increase, 23%, of students scoring a level 1.

Port Malabar 3rd Grade ELA proficiency scores also dropped below 50% (49%), identifying Port Malabar as a "RAISE" (Reading Achievement Initiative for Scholastic Excellence) school by the Florida Department of Education. During the 2020-2021 school year, about 20% of our 3rd graders were eLearners who came in to take the FSA, but received all instruction virtually at home prior to taking the assessment.

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

The significant drops in Overall Math Achievement scores, Math Learning Gains, and Math Learning gains in our Lowest 25%, reflect the need for improvement in the area of Math. Factors contributing to these declines in 3rd grade Math were inconsistencies in planning curriculum and instruction. Another factor was lack of professional development, with Eureka Representatives not visiting schools to provide instructional support for the teachers like they were able to do in previous years due to Covid. We will be taking action this year to address this need by adding an additional Title I teacher to provide tier 2 and 3 instruction in math, as well as implementing the Eureka Math program with fidelity. We have also scheduled walkthroughs with district math content specialist, Mrs. Raman, to address needs of teachers as well as provide input on observed instruction. We will also provide professional development to teachers on how to use iReady math data to utilize the pre-requisite reports to provide small group instruction/in-depth review for students who lack the proficiency in skills needed to master grade level standards. After professional development is provided, administration will monitor the utilization of this resource through classroom walkthroughs and grade level data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

While all 7 areas contributing to school grade improved in 2019, when looking at FSA testing and school grade components for 2021, we improved in our science achievement scores by 1%. Our Winter 2020 progress monitoring data (iReady D2 Reading and Math) looked positive as well, with many students meeting "typical growth" expectations by mid-year. Although we may have declined slightly in FSA data from 2019 to 2021, when looking at Spring 2021 progress monitoring assessments (iReady D3), 63% of all students in grades K-6 were on grade level in Reading, and 54% of all students, K-6, were on grade level in Math.

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

After data analysis and discussions with teachers, several factors contributed to the improvement in 2019. Classroom teachers utilized district created Standards Focused Documents to assist grade level teams with planning and pacing, iReady differentiated online instruction, Ready LAFS lessons, iReady Standards Mastery Assessments and additional resources from the Teacher Toolbox. Our Title 1 teachers and ESE teachers were able to identify and focus on targeted groups of students, specifically those who participated minimally in distant learning during 2019. Though our ELA learning gains for our lowest 25% dropped in 2021, the drop was only by 2%. We contribute this to our in-person/virtual intervention and Academic Support during the school day, and offering virtual after school tutoring to support all families as well.

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

During the 2021-2022 school year, teachers will implement the new BEST Standards for ELA and follow the district created Daily Overview plans for whole group instruction which include: daily small group lessons with intentional scaffolding using grade-level texts, daily read alouds to build

vocabulary and background knowledge, unit text sets centered around an essential question which help to build an in-depth understanding of the topic and increase vocabulary, formative and summative checks to help diagnose missed learning, and performance-based tasks that tie back to the essential understanding of the topic.

In Math, teachers will still use the MAFS standards and the Eureka curriculum as the foundation, but will also use the Ready MAFS to support instruction and meet individual needs. Professional Development for teachers will focus on using the district created Eureka pacing guides, but will incorporate iReady and Ready MAFS prerequisite reports to prioritize standards and accelerate learning.

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

September 17, 2021- School-based iReady/Ready MAFS Professional Development will be offered to all teachers. Administrative conferences and walkthroughs will follow training to ensure teachers are using the available materials and additional support will be provided as needed.

Fall of 2021- pending Covid restrictions- Scheduled walkthroughs with district math content specialist, Mrs. Raman, to address needs of teachers as well as provide input on observed instruction.

October 25, 2021- Admin and Instructional Coach will attend Professional Development and share new learnings with staff during October 28th Faculty Meeting, or as appropriate.

November 18, 2021- Curriculum Associates rep, Dawn Emling, will provide Professional Development for all K-6 teachers, based on grade level needs (Student Data Chats before D2, Utilizing new BEST reports, etc.), and then school-based PD will be provided for individual teachers who need additional support following the training.

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

Title 1 teachers will provide research-based intervention to targeted students for Reading and Math. Student data will be triangulated and analyzed during Data Meetings, and any student identified as substantially deficient in Reading will have intervention provided by a Reading Endorsed teacher. By January of 2022, 82% of teachers at Port Malabar will be Reading Endorsed and able to provide intervention to those students who need it most.

An additional teacher will be hired to help with our Academic Support Program, targeting intermediate students who need additional support based on FSA Math and Reading scores.

A morning "Jump Start" program will be offered to students who scored a level 1 on FSA Math or Reading, as an opportunity to log a few more minutes/lessons each week on iReady Math or iReady Reading. Our Instructional Coach will monitor student progress and offer support and scaffolding as needed for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Math instruction will improve as Eureka is implemented K-5 with fidelity and 6th grade continues to use Big Ideas. Port Malabar students (grades 3-6) previously performed 9% below the district in Overall Math Achievement on the 2021 Spring FSA Math (PME 48%, District 57%). Port Malabar also performed below the district level in Math Learning Gains by 4%, (PME 52%, District 56%), as well as Math Learning Gain in Lowest 25% by 3% (PME 45%, District 48%). After comparing iReady math data from diagnostic 3 in Spring of 2020-2021 with the district, Port Malabar was 5% below the district in students scoring at or above grade level (PME 54%, District 59%). We also noticed that PME was 3% higher than the district in students who were performing 2 or more grade levels below (PME 11%, District 8%). We noticed a significant decrease in students scoring on or above grade level, and an increase in students scoring two or more grade levels below.</p> <p>(BELOW< PENDING iREADY D1 DATA)</p> <p>Our largest regression from the summer came from kindergarteners who are now first graders, (..... on or above grade level as kindergarteners in Spring 2020-2021 diagnostic 3, and currently only on or above grade level as 1st graders in fall 2021-2022 diagnostic 1). We also saw a dramatic increase in students scoring two or more grade levels below in grades 1st-6th, the average being approx, with our largest increase being in our 2nd grade to current 3rd graders (5% two or more grade levels below as 2nd graders in Spring 2020-2021 diagnostic 3, and currently two or more grade levels below as 3rd graders in fall 2021-2022 diagnostic 1).</p>
Measurable Outcome:	<p>Overall Math Achievement (students in grade 3-6 at proficiency) will increase by 5%. 57% of all students in grades 3-6 and 50% of students within the Lowest 25% will exhibit Learning Gains on Math FSA.</p>
Monitoring:	<p>We are implementing Eureka Math in Kindergarten - 5th grade, which is a more rigorous, standards-aligned curriculum. We also have access to iReady Math instruction this year, which provides all students with an individualized pathway to fill any gaps or enrich where needed. We will also be utilizing the iReady prerequisite reports to provide in-depth review/instruction to students struggling with math concepts and/or those students who greatly regressed due to Covid circumstances.</p>
Person responsible for monitoring outcome:	<p>Gregory Rubick (rubick.gregory@brevardschools.org)</p>
Evidence-based Strategy:	<p>We are continuing to implement Eureka Math in Kindergarten - 5th grade, which is a more rigorous, standards-aligned curriculum. We also have access to iReady Math instruction this year, which provides all students with an individualized pathway to fill any gaps or enrich where needed. We will also utilize the iReady math prerequisite reports to include more small group in-depth review/instruction to address our lowest 25% and learning gaps due to Covid circumstances.</p>
Rationale for Evidence-based Strategy:	<p>Though our current program, Eureka, is aligned to state standards and meets our students' needs, our lowest 25% clearly need more supports put in place, evidence based supports that show growth. Based on research and District Pilot School Data, Port Malabar will continue to use Eureka Math as our core Math curriculum, while also utilizing iReady prerequisite reports and teacher toolbox resources to address the lowest 25% in small group settings. Data shows by utilizing these reports and providing small group in-depth review, students in the lowest 25% show more learning gains, in turn, addressing learning gaps.</p>

Action Steps to Implement

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

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

Use Eureka module assessment data and iReady diagnostic data to progress monitor students, identify students in the lowest 25th percentile, plan for intervention, and plan for enrichment opportunities. Utilize Title I funds to purchase supplemental materials (iReady MAFS, Scholastic, etc.), technology items as needed (laptops, headphones, etc.) and staff to provide math interventions. (T)

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

Train teachers how to use iReady prerequisite reports to identify students needing in-depth review on skills and concepts needed to master state standards. Monitor the use of these reports and small group instruction through walk-throughs and grade level data chats.

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

Utilize Academic Support funds to hire a part-time certified teacher to provide intensive small group math instruction. Students will be identified using iReady diagnostic scores, 20-21 FSA data, and district required assessments. Progress will be monitored every 3 weeks, and End of Year report will be submitted at the end of the school year.

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

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

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

There will be scheduled classroom walk through cycles, conducted by myself, Mr. Fredenburg and our district math content specialist to monitor classroom instruction, provide feedback/input for improving instruction, and follow ups to monitor the outcome of implementing instructional strategies.

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

We will also implement a new program called "Jump Start". This program will target level 1 students and provide them additional morning instruction on iReady before the school day begins. They will work on their instructional pathways in iReady, which will fill in the gaps/skills the students are missing.

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

Title I will coordinate Parent and Family Engagement activities to support academic success at home, through events such as Family Math Night, and by providing math materials and training to parents & families. (T)

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

#2. Instructional Practice specifically relating to ELA

2020-2021 FSA Grade 3 ELA data shows 49% of students performing at proficiency compared to district average of 60% and state average of 54%. Because the 3rd Grade scores dropped below 50%, Port Malabar was identified as a "RAISE" school by the Florida Department of Education, meaning teachers will receive Professional Development on evidence-based strategies, assistance with implementing data-informed instruction, and training on using high-quality instructional materials and multi-tiered system of supports (MTSS) from the state.

2020-2021 Overall (Grades 3-6) FSA ELA achievement data shows that 59% of Port Malabar students were at proficiency (levels 3+) compared to the district average of 57% and the state average of 52%. This indicates that 41% of students in Grades 3-6 scored below Level 3.

When looking at End of Year progress monitoring assessments for 2020-2021 (iReady D3), 53% of K-3 students are not on track to score Level 3 or above in 2021-2022. According to Fall 2021 iReady D1 data.

**Area of
Focus
Description
and
Rationale:**

With only 34% of our students currently on grade level, LLI (Leveled Literacy Intervention) is needed to increase reading volume by engaging students in large amounts of successful daily reading. LLI elevates the expertise of teachers to explicitly teach vocabulary, fluency, and comprehension skills in small tier 2 groups (T) to maximize growth.

67 of our students, through grades K-6, are receiving tier 3 intervention and have been diagnosed with fluency and decoding concerns. Bartons is an intense intervention for very small groups of students who struggle to easily and accurately decode words when reading, who by second grade are slow and inaccurate readers and who have always struggled with spelling.

198 students have skill gaps in foundational reading skills and are in Tier 2/3 intervention. 95 percent group instructional materials are uniquely designed to provide targeted instruction on specific skills.

49% of student at Port Malabar Elementary School are proficient in ELA based on 21 FSA ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, and organize instruction to maximize learning, and differentiate instruction to meet individual needs.

Grade 3 ELA proficiency (levels 3+) will increase from 49% to 54% on the 2021-2022 ELA FSA.

**Measurable
Outcome:**

Overall (Grades 3-6) FSA ELA proficiency (levels 3+) will increase from 59% to 62% on the 2021-2022 ELA FSA.

With assistance from Title I teachers providing tier 2 and tier 3 supports to improve accelerated learning, our percentage of level 1s in our lowest 25% will decrease from 41% to 38%.

Additionally, our ESSA Federal Index subgroup data indicates our lowest percentage is in our Students with Disabilities subgroup at 41%. Utilizing small group and push-in instruction with our ESE Resource teachers, as well as the implementation of our Benchmark Advance Program with fidelity, we will increase by 3% to 44% in this particular subgroup.

Ongoing Progress Monitoring (OPM) will occur using the following measures:

iReady Diagnostic Growth (Fall 2021, Winter 2021, Spring 2022)

iReady Standards Mastery assessments in Reading for Grades 3-6 (2 Standards per 9 weeks)

Monitoring:

Benchmark and Savvas Unit Assessment Data (Grades 1-6)

Kindergarten Literacy Survey (Kindergarten students only, at the end of each quarter)

DIBELS Oral Reading Fluency passages (for selected students Grades 3-6, as determined by the Decision Trees)

Oral Reading Records (for selected students Grades K-3, as determined by the Decision Trees)

PASI and PSI (for selected students Grades K-6, as determined by the Decision Trees)

Person responsible for monitoring outcome:

Michelle King (king.michelle@brevardschools.org)

Overall Tier 1 performance will improve when implementing and monitoring the following strategies:

Evidence-based Strategy:

1. Daily small group instruction as written into district created Daily Overview plans for Benchmark and Savvas curriculum, all students exposed to grade level texts while intentional scaffolding occurs for students in need
2. Daily read alouds that help build knowledge and vocabulary for students
3. Differentiated iReady online instruction lessons are utilized, minimum of 30 minutes per week for each child
4. Formative and summative data is analyzed to make acceleration or intervention decisions for students
5. Classroom walk-throughs occur and provide teachers with feedback to improve instruction
6. Grade level teams plans together to navigate new standards and new curriculum

Small group reading instruction is an opportunity for differentiated grade-level groups each day. Teachers will expose all students to grade level BEST standards and scaffold the instruction as needed to provide students access to grade-level text. Text sets that accompany the new curriculum help to create an in-depth understanding of the topic and build vocabulary.

Rationale for Evidence-based Strategy:

Nationwide data supports the use of iReady instruction and progress monitoring tools as a research-based, rigorous resource for teachers to use to meet the requirements of the LAFS. Correlations between iReady data and 2019 FSA scores for Port Malabar were very strong, indicating that when used with fidelity and monitored closely, iReady can be an effective tool used throughout all of our classrooms.

Action Steps to Implement

Train teachers during "Bonus Pre-Planning Week" using the materials provided to Admin and Coaches during the July 2021 PAC meeting and offer additional support to teachers after district PDD on August

5th, 2021. Be sure all teachers have printed copies of Daily Overview plans and know how to access Benchmark/Savvas plans via SharePoint.

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

Ensure teachers have access to all necessary beginning-of-the-year assessments and student materials (i.e. DIBELS ORF for all 3rd grade students and all 4th-6th level 1 students, copies of the KLS, iReady and FLKRS student preparedness videos, etc.). Train new teachers who are unfamiliar with assessments. Plan assessment schedules (iReady, FLKRS) that minimize the loss of instructional time.

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

Establish Literacy Leadership Team and develop data meeting dates for the school year. Analyze 2020-2021 FSA data and seek input for school improvement. Determine a plan for monitoring iReady usage.

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

Work with leadership team, Title 1 coordinator, and teachers to develop an intervention plan for below grade level and substantially deficient students, and possible acceleration/enrichment for high achieving students. Use Data Meetings throughout the year to discuss ongoing progress monitoring data for students (iReady, Benchmark Unit/Weekly assessments, DIBELS, Oral Reading Records, PASI, PSI, KLS, etc.) and determine the future need for intervention or acceleration. Utilize Title 1 teachers to provide intensive intervention for students in need, by pulling small groups, based on progress monitoring and data from district assessments, these teachers will use supplemental resources (95% Group, Scholastic, etc.) to assist in the accelerated learning process. (T)

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

Meet with grade level teams to assess student data, assist with planning and determine coaching cycles and instructional support needs based on that student data.

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

Provide ongoing Professional Development for teachers with regards to the new curriculum and BEST Standards. Observe and monitor instruction to ensure fidelity of this process and positive impact.

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

Continue to use the IPG tool, Core Action 2b. during classroom walkthrough cycles, as well as the Benchmark Advance district pacing lesson guides to ensure ELA curriculum tasks/lessons are being completed with fidelity. Administration will consistently refer to the BPS Leading and Learning Instruction agreement for the 2021-2022 school year, ensuring pedagogical expectations are being met through classroom walkthrough cycles and observations.

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

Utilize Academic Support funds to hire a part-time certified teacher to provide intensive small group reading instruction. Students will be identified using iReady diagnostic scores, 20-21 FSA data, and district required assessments. Progress will be monitored every 3 weeks, and End of Year report will be submitted at the end of the school year.

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

Title I will coordinate Parent and Family Engagement activities to support academic success at home, through events such as Family Literacy Night, and by providing ELA materials and training to parents & families. (T)

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

Provide teachers and students with access to annual online subscriptions to MyOn, BrainPop, Accelerated Reader, Bookflix, Flocabulary, Generation Genius to support ELA and Social Studies instruction. Purchase recommended trade books to support, ELA instruction. (T)

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	In past years our efforts have been focused on strengthening Reading and Math, and Port Malabar Science scores have continued to drop over those five years. We realize that Science cannot be an isolated content, and that as Science understanding expands, our Math and informational comprehension scores will likely improve as well. Our data from the spring 2021 SSA shows that Port Malabar students (grade 5) performed 7% below the district and 1% above the state in Overall Science Achievement.
Measurable Outcome:	Overall Science Achievement (students in grade 5 at proficiency) will increase by 7% in the spring of 2022, this will continue to exceed the previous state proficiency level of 47% and equate to the districts score of 55%.
Monitoring:	OPM tool- Unify/Performance Matters summative assessments: Physical and Chemical Changes Summative and Solar System & Beyond Summative
Person responsible for monitoring outcome:	Michael Fredenburg (fredenburg.michael@brevardschools.org)
Evidence-based Strategy:	Teachers will use Destination Science: The Quest for Quality Instruction, (the district curriculum materials) with an increased focus on the 5E Model of Unit Planning (Engage, Explore, Explain, Elaborate, and Evaluate). We will utilize district science content specialist, Mrs. Michelle Ferro, to meet and work with each grade level on the 5E Model. This is continual from last school year. New this school year is the PENDA app that monitors and gives students extra practice with science state standards.
Rationale for Evidence-based Strategy:	The Destination Science curriculum guides were developed using nationally based research and our district BSCS committee and introduced three years ago to BPS teachers. Continuing to fully implement the program with fidelity and support will enhance core science instruction.

Action Steps to Implement

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

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

Identify students in need of science support and create a plan for Science Academic Support Program for spring of 2022 for selected students.

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

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

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

Schedule Professional Development with the District Science Resource Teacher, Michelle Ferro. Beginning in the 2021-2022 school year, departmentalize our 5th grade team to have 1 specific science class/teacher. Develop a plan to ensure self contained students join the 5th grade Science classes for grade level exposure to science content and standards.

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

Port Malabar teachers in grades 3-6 will participate in PENDA training and utilize the app at least 30 mins per week for students to improve science support. A student/teacher incentive program will be put in place to monitor and encourage PENDA usage.

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

Provide teachers with access to Generation Genius and BrainPop to support science standards in grades K-6. (T)

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

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

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For those students identified as having one or more suspensions, we will address those students' needs through mentoring, as well as focusing our PD on Conscious Discipline to empower our teachers with research-based tools to effectively address those behaviors within the classroom. When appropriate, Administration will come up with creative and different consequences for behaviors other than suspension. We will strive to maintain a healthy relationship with our 4 self-contained units and even closer with our two behavior supported units. Administration will continue to support teachers with using Conscious Discipline in the classroom and encourage alternative solutions to issues that arise.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Utilizing multiple surveys including the YouthTruth Survey, Teacher Insight Survey, and the Parent Survey, Port Malabar Elementary School takes that data and uses it to drive discussions with faculty, School

Advisory Council, and our school Leadership Team. Having these data driven discussions allows us to solicit input and feedback from both staff, parents, and students and continue to work towards fostering a positive school culture and learning environment.

Youth Truth Survey 3rd-6th

Largest increase was in area of “culture”,
Highest area compared to all other elementary schools (624), “culture”
Highest area overall as a school, “engagement”

- Strengths of PME perceived by students (compared to elementary responses in district and nation, 624 total) NOT OUR HIGHEST AS A SCHOOL, BUT COMPARATIVELY

Relationships and Culture

Highest rated theme/question Relationships: Do you think your teacher cares about you? PME 83%, 2021
DIST 83% NAT 82%

PME 82%, 2021

Highest rated theme/question Culture: Do students behave well in your class? PME 30%, 2021 DIST 24%
NAT 21%

PME 13%, 2020

- Areas for improvement perceived by student (compared to elementary responses in district and nation, 624 total) NOT OUR LOWEST AS A SCHOOL, BUT COMPARATIVELY

Instructional Methods and Belonging

Lowest rated theme/question Instr. Meth: Does your teacher let you explain your ideas? PME 48%, 2021
DIST 54% NAT 59%

PME 47% 2020

Lowest rated theme/question Belonging: Are students friendly to you?

PME 51% DIST 55% NAT 62%

- What does PME need to work on to improve, continue to do to see trending increases?

Inst. Meth – Focus on Student centered learning activities, are teachers doing the work or the students?

Belonging – Being aware of students who may begin to show changes in behavior, isolating themselves from others, being more aware of conversations between students, being more in tuned, stress and encourage students to utilize resources that we have I.E. guidance counselor, social worker

Culture – Consistent and proactive approach to discipline, maintain consistent expectations, model those expectations (interactions with students)

Relationships – Teachers do a great job expressing genuine care for our students, their action reflect a true interest and investment in the lives of their students

- Parent Survey

* Office staff is polite and helpful – 81% to 88% always

* How often do you communicate with your child’s teacher – weekly, 41% to 57%, Daily 14% to 20 %

* How often does your teacher communicate your child’s progress – weekly, 43% to 49%, daily, 16% to 23%

* Last year, a lot of our areas of improvement was on discipline, this year that dropped tremendously, only 2 comments (including bullying)...this year a lot of improvements was out of our hands, more volunteer opportunities, restrictions being lifted, hybrid/elearning platform not working, MASK MANDATE. A lot of positives on our culture, even more so during a pandemic, love their teachers, any concerns from front office and admin they are addressed right away, their kids feel safe, caring, and how we have all adapted to the pandemic, the carrying on of pride and academic achiever awards (use of virtual platform)

- * Teacher Insight Survey
- * We are above the district average in every domain and well above the national average.
- * Our greatest areas of improvement were Leadership, Learning Environment, School Operations, and Diversity, Equity and Inclusion.
- * Our lowest area of Improvement is Professional Development. A significant reason for this is with Covid mandates this year we were unable to gather in large groups, nor have content specialists/district resource personnel come in to assist teachers.

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

Students

Teachers

Non-instructional staff - custodians, cafeteria staff, IT specialist, bookkeeper, clerk, and secretary

Business Partnerships - El Sombrero, Elite Martial Arts, Sam's Club, Dunkin Donuts, ReMax Elite Team Cable, Better Built AC, Community Credit Union, Richard's Paints, Krispy Kreme Donuts, WaWa, Einstein Bagels, Thrifty Produce, Renee the Attorney, Prestige Title, Twisty Cone.

Parents

Community Members