Brevard Public Schools

PORT MALABAR ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. 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 at Port Malabar Elementary School is dedicated to creating a school community where children feel safe, valued, and empowered to be lifelong learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Teramarie Scott

scott.tera@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Tera Scott is the assistant principal, and works to assist the principal in providing a common vision and mission among all stakeholders. She supports the implementation of all date driven decisions, supports curriculum and instruction, and student discipline. Additionally, she monitors the coordination and facilitation of the MTSS process with school faculty, parents, and students. She works alongside teachers to closely monitor all progress monitoring data through weekly data chats. She serves as our ESOL coordinator and coordinates our Beginning Teacher program and Mentoring program. She

plans our professional development opportunities and serves as our schools testing coordinator. She ensures teachers are collaboratively planning and using common assessments to measure student growth. She also oversees facilities and school safety, and is a contributing member of our PTO, SAC, and SIP Team.

Leadership Team Member #2

Employee's Name
Greg Rubick

rubick.gregory@brevardschools.org

Position Title
Principal

Job Duties and Responsibilities

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 MTSS, the School Advisory Council, and PTO where he communicates school-wide data involving all stakeholders. He also ensures that school safety is a top priority.

Leadership Team Member #3

Employee's Name
Michelle King

king.michelle@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

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 facilitate collaborative planning, model explicit instruction, and supports district initiatives. She facilitates data meetings to analyze student data and plans tiered instruction and acceleration. She plans professional learning opportunities for teachers, leads the Literacy Leadership Team, and serves as a member of the MTSS team.

Leadership Team Member #4

Employee's Name
Stefania Kahler

kahler.stefania@brevardschools.org

Position Title
Title 1 coordinator

Job Duties and Responsibilities

Stefania Kahler is our Title I coordinator, ensuring Title I budget/TIPA is in compliance. She works with Tier 2 and Tier 3 instructional groups. She supports tiered interventions, data collection, and student progress monitoring. She co-facilitates the MTSS team and meets with teachers 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.

Leadership Team Member #5

Employee's Name
Shaniece Caesar

Caesar.shaniece@brevardschools.org

Position Title
ESE Support Specialist

Job Duties and Responsibilities

Mrs. Caesar is our ESE support specialist, serving all grades, and providing support to our ESE teachers, as well as a member of our school leadership team.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required

stakeholders.

Port Malabar welcomes all stakeholders into the development of many school-wide plans, including, but not limited to our School Improvement Plan. Parents, students, staff, and community members are given multiple opportunities to attend meetings and events, as well as complete surveys and exit slips, in order to provide input on ways we could improve our school. All stakeholders are invited to participate in our Comprehensive Needs Assessment, which begins in the Spring of the previous year, and is an ongoing process. We also utilize district surveys to continuosly improve our culture. The feedback collected through all of these methods helps us to revise and update our SIP plan. Once a draft of the plan is created, it is shared with stakeholders, and more feedback is solicited, before the plan is finalized.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Evidence of effective implementation will include, but not be limited to: weekly classroom walkthroughs utilizing district walk-through tool and providing teachers with feedback, weekly Leadership Team meetings, weekly grade level data chats, and weekly grade level collaborative planning.
Evidence of impact on student achievement will include, but not be limited to: FAST PM data, iReady diagnostic data, Lexia data, Penda monitoring and usage reports, revisiting of SIP action steps through leadership team meetings, quarterly assessing action steps. Our SIP will be revisited regularly (at a minimum after PM1, 2 , & 3) to determine effectiveness of strategies, and we will adjust/revise as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: C** **2023-24: B** **2022-23: B** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	70	86	86	68	73	83			534
Absent 10% or more school days	0	0	0	0	0	0	0			0
One or more suspensions	0	0	0	0	0	0	0			0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	10	67	60	46	8	14			205
Level 1 on statewide Math assessment	0	10	67	60	46	9	20			212
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	14	23	13	1	8	10			69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	13	21	12	1	0	0			47

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0			0

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	10	6	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	3	10	63	26	16	17	13			148
Level 1 on statewide Math assessment	4	10	63	20	12	19	25			153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	11	18	14		6	12			64
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	11	18	14	1	8	16			72

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	[]	[]	[]	[]	[]	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	65	62	55	62	59	54	61	57
Grade 3 ELA Achievement	64	63	61	59	58	59	58	59	58
ELA Learning Gains	70	67	63	53	62	60	55	64	60
ELA Lowest 25th Percentile	67	61	58	56	57	56	56	60	57
Math Achievement*	56	66	66	50	63	64	60	62	62
Math Learning Gains	66	68	64	48	67	63	67	68	62
Math Lowest 25th Percentile	57	55	50	34	54	51	59	59	52
Science Achievement	74	66	62	54	62	58	55	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	516
Total Components for the FPPI	8
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	52%	59%	58%	54%	57%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	58%	No		
Black/African American Students	58%	No		
Hispanic Students	63%	No		
Multiracial Students	78%	No		
White Students	65%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	64%	70%	67%	56%	66%	57%	74%					
Students With Disabilities	43%	50%	66%	68%	39%	56%	56%	55%					
English Language Learners	51%		70%	62%	45%	63%	57%						
Black/African American Students	56%	67%	57%	50%	41%	53%	56%	86%					
Hispanic Students	59%	56%	72%	69%	48%	72%	60%	69%					
Multiracial Students	75%		79%		71%	74%		90%					
White Students	64%	63%	74%	68%	63%	67%	56%	67%					
Economically Disadvantaged Students	59%	58%	68%	68%	46%	60%	54%	74%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%	59%	53%	56%	50%	48%	34%	54%					57%
Students With Disabilities	37%	46%	55%	59%	29%	33%	38%	20%					43%
English Language Learners	31%		47%	58%	39%	47%		33%					57%
Black/African American Students	44%	47%	38%		36%	53%	29%	36%					
Hispanic Students	39%	45%	52%	65%	33%	44%	43%	27%					44%
Multiracial Students	57%		43%		57%	48%							
White Students	68%	69%	65%	56%	63%	50%	29%	81%					
Economically Disadvantaged Students	50%	53%	49%	55%	41%	42%	35%	42%					48%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	58%	55%	56%	60%	67%	59%	55%					68%
Students With Disabilities	26%	35%	35%	45%	32%	52%	50%	42%					47%
English Language Learners	46%		48%	43%	51%	52%		18%					68%
Black/African American Students	51%	60%	63%	50%	43%	63%	67%	47%					
Hispanic Students	46%	67%	50%	47%	52%	51%	38%	20%					70%
Multiracial Students	55%		46%		52%	54%							
White Students	59%	50%	56%	71%	73%	80%	77%	76%					58%
Economically Disadvantaged Students	49%	52%	52%	57%	54%	60%	58%	45%					71%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	63%	-1%	60%	2%
ELA	4	40%	61%	-21%	60%	-20%
ELA	5	64%	62%	2%	61%	3%
ELA	6	68%	74%	-6%	62%	6%
Math	3	61%	66%	-5%	66%	-5%
Math	4	40%	62%	-22%	65%	-25%
Math	5	53%	58%	-5%	62%	-9%
Math	6	60%	74%	-14%	60%	0%
Science	5	72%	64%	8%	60%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our biggest areas of improvement were in Math LGs in our Lowest 25%, where we increased from 34% in 24-25 SY, to 57% in 25-26 SY, an increase of 23%. We believe that putting a significant focus on collaborative planning, with early release Friday Professional Development, and leveraging daily planning timeframes for purposeful planning, we created opportunity for improved quality instruction which in turn improved our overall tier 1 instruction. We also shifted our instructional focus to improving our tier 1 instruction rather than just our tier 2 and 3 students. We also utilized our district math content specialist to work with our teachers and grade levels to help plan and model lessons and provide assistance on what collaborative planning should look like, while providing consistent feedback. We were intentional using our walkthrough tool each week and monitored and provided frequent and purposeful feedback that resulted in those positive outcomes.

We also improved significantly in our science achievement scores, increasing from 54% in 24-25 SY to 74% in 25-26 SY, an increase of 20%. We believe that by taking K-2nd out of our STEM wheel, and utilizing that time for our STEM teacher to push into 5th grade science classes to teach and/or co-teach 5th grade science standards helped to improve this greatly. Additionally, 5th grade would also see the STEM teacher on the activity wheel, where she would have students participate in hands-on science activities with a focus on revisiting 3rd and 4th grade science standards.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area in grades 3rd-6th was overall math proficiency. Although we did increase by 5%, going from 50% in 24-25 SY to 56% in 25-26 SY, we still need to improve in both collaborative planning (with an increase focus on ensuring that ESOL and ESE personnel are involved and contributing in that planning) and continue to focus on improving our tier 1 explicit instruction through planning, walkthroughs, feedback, and professional development.

Greatest Decline

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

Although we improved in all four ELA cells and Kindergarten and 5th grade made it out of RAISE status, 4th grade not only remained in RAISE status but dropped by 8% in proficiency, going from 50% to 42%. We believe the contributing factors to this decline were the lack of consistent collaborative planning and the inconsistent delivery of explicit instruction (including Gradual Release, shared/reviewed Learning Targets, planned active student responses, planned opportunities to scaffold in Tier 1, and missed opportunities for immediate feedback).

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing to state average scores, our biggest gap was 4th grade math proficiency, where the state was at 65%, and Port Malabar was at 44%, a 21% deficit gap.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No Answer Entered

Highest Priorities

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

Our highest priority going into th 2026-27 school year is:

* 4th grade ELA profiency
* 4th grade Math Profiency
* Our ELL subgroup

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math proficiency for grades 3-6 reached 55% in SY25–26, exceeding our school wide goal of increasing by 4% from 50% in 2024-2025 SY to 55% in 2025-2026 SY. Additionally, we far exceeded our school goals in overall LGs and LGs in our lowest 25%. Overall LGs increased from 48% in 2024-2025 SY to 66% in 2025-2026, an 18% increase. LGS in our lowest 25% also exceeded our school wide goal, increasing from 34% in 2024-2025 to 63% in 2025-2026, a 29% increase.
Overall Achievement though improved, has remained below 56% the past two years (2023-2024 school year, Port Malabar was at 60% overall proficiency). We are also below the state average in overall achievement by 8% (63%). Our most significant grade-specific concern with regards to math was 4th grade, who scored 40% in overall proficiency, a decrease by 4% from the previous year (44%), and more concerning is that cohort scored 48% as 3rd graders which means they dropped 8% as 4th graders.
These data indicate a need to refine and strengthen instructional practices in Math to move beyond the current performance plateau and increase overall student proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal for the 26-27 school year, grade K, will be to increase Math proficiency from 72% to 76%.
Our goal for the 26-27 school year, grade 1, will be to increase Math proficiency from 76% to 80%.
Our goal for the 26-27 school year, grade 2, will be to increase Math proficiency from 59% to 63%.
Our goal for the 26-27 school year is the percent of students proficient (3+) on the Math PM3 Assessment will increase from 56% to 60%.
Our goal for the 26-27 school year is the percentage of overall learning gains on the Math PM3 Assessment will increase from 66% to 70%.
Our goal for the 26-27 school year is the percentage of overall learning gains in our lowest 25% on the Math PM3 Assessment will increase from 57% to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

• Assessment Data: After collaborative planning is in place, monitor i-Ready math and statewide progress monitoring/F.A.S.T. math assessments, including math fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 and 3 adjustments.
• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the 90 minute core math block.
• Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction (i.e. Reveal, EdGems, iReady, Standards Mastery, New Priority Benchmark Slides Gaps to Gains, Word Problem Practice Slides, and Benchmark Remediation and Test Taking Strategies Slides.)

Person responsible for monitoring outcome

Greg Rubick, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, content specialists, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Although the school met our goal of increasing proficiency by 4% and is above the 50% threshold, math proficiency has remained below 56% the past 2 school years, indicating a need to continue to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—Reveal, EdGems, iReady, and New Priority Benchmark Slides Gaps to Gains, Word Problem Practice Slides, and Benchmark Remediation and Test Taking Strategies Slides 2026—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based and district teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1st Quarter: Establish Coherent Tier 1 Explicit Instruction Through Purposeful Collaborative Planning

Person Monitoring:
Greg Rubick- Principal, Tera Scott - Assistant Principal

By When/Frequency:
End of 1st Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish and communicate clear expectations for Tier 1 math explicit, standards-aligned instruction during the 90 minute block using Reveal, EdGems, iReady, and New Priority Benchmark Slides Gaps to Gains, Word Problem Practice Slides, and Benchmark Remediation and Test Taking Strategies Slides, and Gradual Release (I do, we do, you do)
* Clear modeling and think alouds
* Guided practice with in the moment feedback
* Checks for Understanding (CFU's) with immediate instructional response
* Structured student discourse tied to learning targets/intentions.
* Use of manipulatives
• Develop norms for collaborative planning structure with coach/leadership:
*Planning for I Do, We Do, You Do
* Identifying CFUs in advance
* Anticipating student errors and misconceptions.
* Set up collaborative planning time where grade-level teams work with the
• Utilize Title I funds to fund 2.5 Intervention teachers and one Elementary Specialist to support K-6 Reading and Math. (T)
• Utilize Title I funds to provide classroom and technology supplies to help support daily Math instruction. (T)
• Utilize Title I funds to provide after school tutoring to support Math in grades 3-6. (T)
ESE Support Facilitator to connect Tier 1 instruction and interventions.
* Establish expectations for daily math fluency practice
* Plan and communicate a system of monitoring
* Meet weekly with school LT to schedule purposeful daily walkthroughs
*Calendar for collaborative planning
*Coaching cycles with district content math specialist
* Calibrate district walkthrough tool with leadership team and district content math specialist
Literacy Coach Actions:
* Support teachers with using explicit instruction and gradual release in daily lessons
*Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms
* Model gradual release in collaborative planning and during professional learning using instructional aligned materials.

Teacher Actions (Gen Ed, ESE, ELL):
* Use Reveal, EdGems, iReady, and New Priority Benchmark Slides Gaps to Gains, Word Problem Practice Slides, and Benchmark Remediation and Test Taking Strategies Slides and district approved resources to teach and provide support for the mastery of Florida State Standards.
* Implement explicit instruction using the gradual release model:
* I Do: Model skills and thinking through clear think-alouds.
* We Do: Guide students through scaffolded practice with teacher support.
* You Do: Provide independent practice with immediate feedback.
* Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
* Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.

Action Step #2
2nd Quarter: Strengthen Structured Planning Time

Person Monitoring:
Greg Rubick- Principal, Tera Scott - Assistant Principal

By When/Frequency:
End of 2nd quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Plan with Lit Coach professional learning on I Do and We Do, then moving to the independent practice of You Do.
• Facilitate structured grade level data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports, assigning students to small groups based on instructional needs for support.
• Use FAST, iReady, and classroom data to check student progress and guide next steps.
• Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1. This will be done through collaborative planning to include Title I intervention teachers.
• Conduct walk-throughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do and We Do. Identify grade levels/individual teachers that require extensive specific feedback and additional supports/coaching (Feedback Fridays). District math content specialist will work with leaders to provide consistent actionable feedback based on walk-through data. Leaders will conduct up follow up walk-throughs to "inspect what we expect".
Literacy Coach Actions:
• Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
• Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
• Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice,) during small-group and whole-group lessons.
• Coach teachers on using Checks for Understanding - CFUs (checks for understanding) and adjusting explicit instruction based on student data.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
• Collaboratively plan explicit instruction lessons using Reveal, EdGems, iReady, and New Priority Benchmark Slides Gaps to Gains, Word Problem Practice Slides, and Benchmark Remediation and Test Taking Strategies Slides to teach Florida State Standards to strengthen alignment between Tier 1 and Tier 2 instruction, as well as utilizing Kickstart Math and Ready Math for students in tier 3 intervention.

• Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
• Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
• Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.

Action Step #3
3rd Quarter: Data-driven adjustments (Triangulating iReady D2 data and FAST PM2 data).

Person Monitoring:
Greg Rubick- Principal, Tera Scott - Assistant Principal

By When/Frequency:
End of 3rd quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Inspect intervention for connections directly to what students are learning in Tier 1
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction and provide them time to support struggling teachers.
• Model strong explicit instruction in both whole group and small group settings (clear modeling, think alouds, guided practice).
• Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.
• Coach teachers on using student data during lessons to adjust instruction in the moment.
• Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
• Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs. Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.
• Utilize Title I funds to plan and implement Family STEAM night, to help support math at home. (T)

Action Step #4
4th Quarter: Monitor and Adjust

Person Monitoring:
Greg Rubick- Principal, Tera Scott - Assistant Principal

By When/Frequency:
End of 4th quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Review FAST, iReady, and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
• When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).

• Focus support on bubble students and students close to proficiency to maximize learning gains.
Literacy Coach Actions:
• Help teams analyze data to identify students not yet making progress and specific skill gaps.
• Support planning for reteach, enrichment, and small-group intervention based on student needs.
• Model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
* Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):
• Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and intervention supports.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate across Gen Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 4th grade FAST PM3 decreased from 50% in 2024-2025 to 42% in 2025-2026, a decrease of 8%. We believe this is due to a lack of collaborative planning and inconsistent instructional delivery amongst the grade level team.

When analyzing ELA proficiency (levels +3) in grades K-5 and identifying trends, we recognize that this will be the third year 4th grade has been in RAISE status. In 2024-2025 our three classrooms were departmentalized with only one teacher teaching ELA, resulting in a lack of collaborative planning opportunities. In the 2025-2026 school year, our three teachers taught all subjects, which allowed for more collaborative planning time, however, the team struggled in this area. The lack of consistent collaborative planning had a negative impact on the quality of instruction, which in turn negatively impacted our overall student proficiency.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA proficiency will be monitored closely, using school/class/student level fluency data, iReady data, and FAST PM assessments. We will also monitor our Tier 2 and Tier 3 students using intervention progress monitoring data.

• Assessment data will be analyzed and instructional changes reflected during collaborative planning sessions.
• Opportunities for students to respond will be purposely planned during collaborative planning sessions and teachers will use the formative data to plan small groups.
• Leadership Team walkthroughs will be planned weekly and feedback will be shared with teachers. Walkthroughs will be planned during Tier 1, Tier 2, and Tier 3 instruction.
* Leadership Team will share the "look-fors" with teachers: looking for evidence that instructional delivery includes explicit instructional strategies from collaborative planning (i.e. gradual release of Benchmark, Savvas, and UFLI lessons as appropriate, daily learning targets (anchor charts) shared and reviewed with students, opportunities to respond are planned in advance, and scaffolds are in place)

Person responsible for monitoring outcome

Literacy Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

K-2 Interventions: PA, Phonics, and Fluency deficiencies will be addressed using the UFLI and/or Barton instructional strategies and materials. Students with instructionals gaps in Language, Vocabulary, and Comprehension deficiencies will receive intervention using Lexia (T), iReady Tools for Instruction, or Visualizing & Verbalizing. 3-6 Interventions: PA, Phonics, and Fluency deficiencies will be addressed using the Phonics for Reading (T), Rewards (T), Lexia (T), and/or Barton instructional materials. Students with instructionals gaps in Language, Vocabulary, and

Comprehension deficiencies will receive intervention instruction using Lexia (T), iReady Tools for Instruction, Comprehension Toolkit, or Visualizing & Verbalizing.

Rationale:
We had great success in the 2025-26 school year using the programs listed within our district Decision Trees. We will continue the process of frequently progress monitoring our Tier 2 and Tier 3 students to ensure we make data-driven decisions using the interventions from the BPS Decision Trees. 68% of our lowest 25% students made learning gains on PM3 of the FAST ELA in 2025-2026. This was an increase of 14% in 2024-2025, where only 54% of our lowest 25% made a learning gain.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1st Quarter: Establish Coherent Tier 1 Explicit Instruction Through Collaborative Planning Structures

Person Monitoring:
Literacy Leadership Team

By When/Frequency:
end of 1st Quarter, October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Establish common planning times and locations where all teachers/staff who service grade __ students can all meet to plan. (who can help with frontloading academic vocabulary and building background knowledge, who can support with added visuals for ELLs, etc.)
*Establish and communicate clear expectations for Tier 1 ELA explicit instruction during the 105/90 minute block using Benchmark Advance, UFLI, SAVVAS, iReady, and the new BPS Slide Decks and Anchor Charts.
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)
* Utilize Title I funds to fund 2.5 Intervention teachers and one Elementary Specialist to support K-6 Reading and Math. (T)
* Implement supplemental programs to support ELA skills: Lexia, Accelerated Reader, Flocabulary, BrainPop. (T)
*Utilize Title I funds to provide classroom and technology supplies to help support daily ELA instruction. (T)
*Utilize Title I funds to provide after school tutoring to support ELA in grades 3-6. (T)
Literacy Coach Actions:
*Facilitate weekly collaborative planning sessions
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)

* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)
*Model explicit, systematic instruction during Tier 1, Tier 2, and Tier 3
*Facilitate biweekly Grade Level meetings; analyze initial Q1 assessments and prior year PM3 data to help teachers plan for small groups and create individual Learning Gain goals for each student.
*Facilitate monthly MTSS meetings, guiding teachers through the BPS Decision Trees, to help match the correct interventions to student needs, then monitoring progress and adjusting groups based on data
Teacher Actions (Gen Ed, ESE, ELL, Title 1):
*Be an active participant in grade level collaborative planning sessions. (prepare ahead of time as needed)
*Collaborate with grade-level peers, ESE teachers, and ELL staff to support the needs of all learners.
*Use Benchmark Advance, UFLI, Savvas, iReady, and other approved resources to teach Florida BEST standards.
*Work with literacy coach and admin teams during collaborative planning to ensure the following explicit instructional strategies are included in lesson plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)
*Implement the lessons as planned, addressing misconceptions, providing feedback, and adjusting instruction as needed based on student understanding.

Action Step #2
1st Quarter: Establish Walkthrough/Feedback schedules and norms

Person Monitoring:
Leadership Team

By When/Frequency:
end of 1st Quarter, October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Establish leadership team walkthrough schedules and routines (ensure appropriate stakeholders are walking for different purposes, i.e. ESE Support Specialist invited especially when walking VE, VEB classrooms, ELL teacher invited as appropriate, mentor teachers, etc.)
*Calibrate as a team during August walks to ensure consistency and coherence
*Establish and communicate how/when teachers will receive timely feedback after walkthroughs
*Determine coaching needs and schedule with coach and teacher(s)
Literacy Coach Actions:
*Meet with leadership to schedule walks and calibrate
*Model for teachers as needed, based on walkthrough data
*Meet with teachers to share/provide feedback
Teacher Actions (Gen Ed, ESE, ELL, Title 1):
*Keep a growth mindset, be willing to work alongside a coach
*Seek feedback and ask questions to clarify
*Reflect on current practices and data

Action Step #3
2nd Quarter: Monitor Coherent Tier 1 Explicit Instruction Through Collaborative Planning Structures and Classroom Walkthroughs

Person Monitoring:

By When/Frequency:

Literacy Leadership Team end of 2nd quarter, January 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:
*Ensure ELL and ESE teachers who service grade __ students are all meeting to plan. (who can help with frontloading academic vocabulary and building background knowledge, who can support with added visuals for ELLs, etc.)
*Communicate clear expectations for Tier 1 ELA explicit instruction during the 105/90 minute block using Benchmark Advance, UFLI, SAVVAS, iReady, and the new BPS Slide Decks and Anchor Charts.
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan, engagement)
*Meet weekly with leadership team to plan walk-through schedules and feedback sessions (ensure appropriate stakeholders are walking for different purposes, i.e. ESE Support Specialist invited especially when walking VE, VEB classrooms, ELL teacher invited as appropriate, mentor teachers, etc.)
*Continue to calibrate as a team as necessary to ensure consistency and coherence
*Determine coaching needs and schedule with coach and teacher(s)
* Plan and implement Family Literacy Night, to help support reading at home. (T)
Literacy Coach Actions:
*Facilitate weekly collaborative planning sessions
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan, engagement)
*Model explicit, systematic instruction during Tier 1, Tier 2, and Tier 3 for selected teachers based on walk-through data/building needs
*Facilitate biweekly Grade Level meetings; analyze Q2 assessments and PM1-PM2 data to help teachers plan for small groups and create individual Learning Gain goals for each student.
*Facilitate monthly MTSS meetings, guiding teachers through the BPS Decision Trees, to help match the correct interventions to student needs, then monitoring progress and adjusting groups based on data
Teacher Actions (Gen Ed, ESE, ELL, Title 1):
*Be an active participant in grade level collaborative planning sessions. (prepare ahead of time as needed)
*Collaborate with grade-level peers, ESE teachers, and ELL staff to support the needs of all learners.
*Use Benchmark Advance, UFLI, Savvas, iReady, and other approved resources to teach Florida BEST standards.
*Work with literacy coach and admin teams during collaborative planning to ensure the following explicit instructional strategies are included in lesson plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)

*Implement the lessons as planned, addressing misconceptions, providing feedback, and adjusting instruction as needed based on student understanding.
*Keep a growth mindset, be willing to work alongside a coach
*Seek feedback and ask questions to clarify
*Reflect on current practices and data

Action Step #4
3rd Quarter: Monitor Coherent Tier 1 Explicit Instruction Through Collaborative Planning Structures and Classroom Walkthroughs

Person Monitoring:
Literacy Leadership Team

By When/Frequency:
end of 3rd quarter, March 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Ensure ELL and ESE teachers who service grade __ students are all meeting to plan. (who can help with frontloading academic vocabulary and building background knowledge, who can support with added visuals for ELLs, etc.)
*Communicate clear expectations for Tier 1 ELA explicit instruction during the 105/90 minute block using Benchmark Advance, UFLI, SAVVAS, iReady, and the new BPS Slide Decks and Anchor Charts.
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan, engagement)
*Meet weekly with leadership team to plan walkthrough schedules and feedback sessions (ensure appropriate stakeholders are walking for different purposes, i.e. ESE Support Specialist invited especially when walking VE, VEB classrooms, ELL teacher invited as appropriate, mentor teachers, etc.)
*Continue to calibrate as a team as necessary to ensure consistency and coherence
*Determine coaching needs and schedule with coach and teacher(s)
Literacy Coach Actions:
*Facilitate weekly collaborative planning sessions
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan, engagement)
*Model explicit, systematic instruction during Tier 1, Tier 2, and Tier 3 for selected teachers based on walkthrough data/building needs
*Facilitate biweekly Grade Level meetings; analyze Q2 assessments and PM1-PM2 data to help teachers plan for small groups and create individual Learning Gain goals for each student.
*Facilitate monthly MTSS meetings, guiding teachers through the BPS Decision Trees, to help match the correct interventions to student needs, then monitoring progress and adjusting groups based on data
*Service groups of 3rd/4th grade students as needed based on mid-year data review (students that are close to proficiency, students that are close to a learning gain, etc.)
Teacher Actions (Gen Ed, ESE, ELL, Title 1):

*Be an active participant in grade level collaborative planning sessions. (prepare ahead of time as needed)
*Collaborate with grade-level peers, ESE teachers, and ELL staff to support the needs of all learners.
*Use Benchmark Advance, UFLI, Savvas, iReady, and other approved resources to teach Florida BEST standards.
*Work with literacy coach and admin teams during collaborative planning to ensure the following explicit instructional strategies are included in lesson plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)
*Implement the lessons as planned, addressing misconceptions, providing feedback, and adjusting instruction as needed based on student understanding.
*Keep a growth mindset, be willing to work alongside a coach
*Seek feedback and ask questions to clarify
*Reflect on current practices and data

Action Step #5
4th Quarter: Monitor Coherent Tier 1 Explicit Instruction Through Collaborative Planning Structures and Classroom Walkthroughs

Person Monitoring:
Literacy Leadership Team

By When/Frequency:
end of year, May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Ensure ELL and ESE teachers who service grade __ students are all meeting to plan. (who can help with frontloading academic vocabulary and building background knowledge, who can support with added visuals for ELLs, etc.)
*Communicate clear expectations for Tier 1 ELA explicit instruction during the 105/90 minute block using Benchmark Advance, UFLI, SAVVAS, iReady, and the new BPS Slide Decks and Anchor Charts.
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan, engagement)
*Meet weekly with leadership team to plan walkthrough schedules and feedback sessions (ensure appropriate stakeholders are walking for different purposes, i.e. ESE Support Specialist invited especially when walking VE, VEB classrooms, ELL teacher invited as appropriate, mentor teachers, etc.)
*Continue to calibrate as a team as necessary to ensure consistency and coherence
*Determine coaching needs and schedule with coach and teacher(s)
Literacy Coach Actions:
*Facilitate weekly collaborative planning sessions
*Work alongside teacher teams during collaborative planning to ensure the following explicit instructional strategies are included in their plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)

* Opportunities for active student responses (Kagan, engagement)
*Model explicit, systematic instruction during Tier 1, Tier 2, and Tier 3 for selected teachers based on walkthrough data/building needs
*Facilitate biweekly Grade Level meetings; analyze Q2 assessments and PM1-PM2 data to help teachers plan for small groups and create individual Learning Gain goals for each student.
*Facilitate monthly MTSS meetings, guiding teachers through the BPS Decision Trees, to help match the correct interventions to student needs, then monitoring progress and adjusting groups based on data
*Service groups of 3rd/4th grade students as needed based on mid-year data review (students that are close to proficiency, students that are close to a learning gain, etc.)
Teacher Actions (Gen Ed, ESE, ELL, Title 1):
*Be an active participant in grade level collaborative planning sessions. (prepare ahead of time as needed)
*Collaborate with grade-level peers, ESE teachers, and ELL staff to support the needs of all learners.
*Use Benchmark Advance, UFLI, Savvas, iReady, and other approved resources to teach Florida BEST standards.
*Work with literacy coach and admin teams during collaborative planning to ensure the following explicit instructional strategies are included in lesson plans:
* Planning for the Gradual Release of responsibility (I Do, We Do, You Do)
* Daily Learning Targets are shared and reviewed (BEST)
* Misconceptions are considered and scaffolding opportunities are planned (SWD, ELLs)
* Opportunities for active student responses (Kagan?, engagement)
*Implement the lessons as planned, addressing misconceptions, providing feedback, and adjusting instruction as needed based on student understanding.
*Keep a growth mindset, be willing to work alongside a coach
*Seek feedback and ask questions to clarify
*Reflect on current practices and data

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While Science demonstrated significant growth from 2025 (54%) to 2026 (74%), it has shown lower performance in previous years (ranging from 53% - 55% over the past 4 years). Given this historical trend, and the goal of achieving consistently high results, Science remains an area of focus for our school.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May, 2027, the percentage of Port Malabar 5th grade students scoring at proficiency (3 or above) on the Science State Assessment will increase from 74% to 77%. This will align with the District's Strategic Plan, with a goal of raising 5th grade science proficiency to 77% by school year 2030.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored using classroom walk through data as well as student data gathered from Science assessments and weekly progress. After each main science topic and groups of related standards are taught, students will be assessed on their mastery of the topic/standards. This data will then be analyzed to determine those students that need to be retaught the information.

Person responsible for monitoring outcome

Greg Rubick, Principal; Tera Scott, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will meet weekly for collaborative planning and use data/standards to plan explicit science instruction and assessment of student learning. STEM teacher will serve as a support for science planning, as well as professional learning for teachers. Planning will be protected and non-negotiable.

Rationale:

Collaborative planning helps teachers work together to share ideas, resources, and effective teaching strategies. It ensures lessons are cohesive and aligned to standards that meet the needs of all students. By collaborating, teachers learn from one another, identify learning gaps, and improve instruction. As a result, students receive more consistent, engaging, and high-quality learning experiences that support academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1-4: Utilization of STEM Teacher to support science instruction.

Person Monitoring:
Greg Rubick, Principal

By When/Frequency:
Ongoing throughout school year (August 2026 - May 2027)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions: Ensure STEM teacher is in place and provided with all support needed to perform assigned job duties.
Teacher & Coach Actions: STEM teacher will continue to focus on providing standards-based instruction, hands on activities to support the scientific method, and build fundamentals with science vocabulary. This instruction will be exclusive to grades 3-6, during the activity block. For 5th grade, the STEM teacher will also push in to the classroom during each science block, with a focus of supporting the hands-on portion of the lesson and strengthening science vocabulary of previously taught standards. STEM Teacher will also serve as a support for planning and professional development for Science across all grade levels.
STEM teacher will help coordinate 4th Grade LagoonQuest field trip, to help support 4th grade science standards(T). (Funded by Title I)

Action Step #2
Quarter 2: Strengthen weekly collaborative planning with the 5th grade science teachers, STEM teacher, ESE and other instructional personnel working with 5th grade.

Person Monitoring:
Greg Rubick, Principal; Tera Scott, Assistant Principal

By When/Frequency:
Ongoing throughout school year (August 2026 - May 2027)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions: Establish non-negotiable system for collaborative planning. Provide appropriate professional learning and set expectations for planning. Attend collaborative planning sessions, when able.
Teacher & Coach Actions: The 5th grade science teacher, STEM teacher and other pertinent instructional personnel will meet weekly to plan explicit science lessons. Lessons will be focused on explicitly teaching science standards – using the district curriculum materials with an increased focus on the 5E Model of Unit Planning (Engage, Explore, Explain, Elaborate, and Evaluate). Small group and hands-on lessons will be planned with the STEM teacher. This will be monitored with walk through data and assessment data. Walk through data will be shared with teachers during weekly collaborations with Leadership team and instructional coaches.

Action Step #3
Quarter 3: Family Engagement Activity - STEAM Night (T1)

Person Monitoring:
Stefania Kahler, Title I

By When/Frequency:
second semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions: Plan and implement successful parent engagement activity.
In order to bridge the gap between school and home, parents and students will participate in Family STEAM Night. A focus will be on reinforcing science standards being taught, and strategies being used during the school day.

Action Step #4
Quarter 3-4: Data driven adjustment to instruction.

Person Monitoring:
Greg Rubick, Principal; Tera Scott, Assistant Principal

By When/Frequency:
Second Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions: Establish and secure protected dates and times for all teachers to attend data analysis meetings. Assist with data disaggregation and plan for instructional adjustments. Provide any necessary supplemental resources that may be needed to support instruction (T).
Teacher and Coach Actions: Science assessment data, including, but not limited to: district assessments, StemScopes, exit tickets, and walk-through data, will be analyzed during grade-level planning sessions with teachers, coaches and STEM teacher. Team members will determine skill deficits that will drive instructional planning for tiered science support in grades 3-6, to include explicit Tier 1 instruction, as well as scaffolding and supports for students. The leadership team, school STEM teacher and other pertinent instructional staff will continue to meet to discuss assessment data to plan for next steps within Tier 1.

Action Step #5
Ensure teachers have access to Generation Genius and Brainpop, and monitor usage

Person Monitoring:
Stefania Kahler, Title I

By When/Frequency:
Ongoing throughout the schoolyear

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions: Provide teachers access to Generation Genius and Brainpop to support science standards in grades K-6 (T). Programs will be used to support standards and increase student engagement.
Teacher & Coach Actions: Utilize Generation Genius and Brainpop to promote student engagement and reinforce science standards taught.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

One area of focus is improving student overall attendance. Students with consistent absences show limited growth in all instructional areas. In order for students to reach proficiency, attendance concerns must be addressed, monitored, and a plan implemented to help support student progress.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025-2026 school year, the average of students who attended per day was 92%, with an average rate of 48 kids absent per school day. Chronically absent students were an average rate of 23%. Our goal for this year is to increase the student attendance rate from 92% to 95%. With consistent daily instruction, this will help students progress overall in all academic areas.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school counselor will continue to run monthly reports on student attendance by classroom and grade level. She will also provide monthly incentive programs to support student attendance which will promote increased academic achievement.

Person responsible for monitoring outcome

Karen Tsairis-school counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

An evidence based intervention being implemented to improve attendance rates are using attendance tracking through focus, and utilizing school based positive behavior intervention strategies through monthly attendance incentives for students.

Rationale:

These evidence based strategies will help support consistent instruction for students. Students who attend school regularly show more academic progress and learning gains overall. With these intervention practices in place, students will be exposed to standards based instruction frequently which will support retention of curriculum standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Increasing Student Achievement through Attendance

Person Monitoring:
Karen Tsairis

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Every Monday, run attendance reports in Focus. Reports must be run every 90 days to determine which students have 10 days or more of absences. If a student shows that they have 10 days or more of absences, the school counselor will create a spreadsheet of those students. Counselor runs Focus report to see which classroom teacher has the best attendance percentage and which classroom teacher has the worse. As an incentive, classrooms with a the best attendance rate will receive a breakfast treat from the school counselor as well as trophy. This incentive helps to boost attendance participation from all classrooms. Students who receive 10 or more absences in 90 days, are documented on a spreadsheet. The counselor contacts parents to discuss rationales for the chronic absences. This is documented in FOCUS. If student absences persist, counselor contacts truancy officer and notice letter is sent home to parent.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Once approved by the Board, Port Malabar's School Improvement Plan will be shared with all stakeholders in multiple ways. It will first be posted on our website at: https://portmalabar.brevardschools.org/o/pmes . We will notify our stakeholders of its availability by advertising on our school marquee, and any newsletters sent home. We will also send a FOCUS message to all stakeholders, letting them know where to find the SIP, as well as offering further explanation, a hard copy of the SIP, and translation services. The plan is also reviewed in detail with our School Advisory Council during our monthly meeting. All stakeholders are invited. Meetings are not limited to SAC members.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Port Malabar Elementary builds positive relationships with parents, families, and other community stakeholders in a variety of ways. The Parent Family and Engagement Plan (PFEP) is located on the school's website (under the Parents & Students tab) and a summary of this plan is sent home with each student in their home language. There is a Parent Family Engagement Event scheduled regularly, with topics that have been chosen based on parent feedback, and during the CNA process. Feedback is collected via exit slips from Parent Family Engagement Events, District parent surveys,

in-person meetings, online surveys, school-based surveys . The Annual Title I Meeting reviews student achievement data by subgroups. Parents and Families receive Interims and Report Cards in paper form and electronically posted to FOCUS. Port Malabar offers a welcoming culture, and encourages two-way communication. We strive to create positive partnerships with all of our families.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Port Malabar continuously strives to strengthen the academic program, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum. Tier 2 and Tier 3 Interventions are delivered in a consistent manner, with weekly progress monitoring, and opportunities to adjust instruction as needed. Our Guidance Counselor continues to reach out to parents to identify any barriers to attendance. ESSA subgroups and Tier 2 and 3 students are monitored and addressed weekly at grade-level meetings. Grade level meetings also target the MTSS process, data chats, and professional development to address students scoring below grade level. The Literacy Coach conducts coaching cycles with teachers, and facilitates long range planning with all grade levels. Consistent collaborative planning sessions are planned for the whole year, in order to help ensure all teachers are cohesively planning to teach all standards. Walk to Intervention is in place for grades K-6, with all staff involved. Teachers facilitate, while students show evidence of learning through rich discussions and peer collaboration.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our School Improvement plan focuses on our school as a whole, with all of the intricate parts playing their own role towards our mission of school improvement. We address programs supported under ESSA by increasing student achievement consistent with the challenging benchmarks while utilizing the MTSS process, including T2 and T3 interventions with the Walk to Intervention model. ESSA groups are monitored and addressed weekly at grade level meetings. We follow IDEA guidelines and utilize District and school-based resources to help support our students with disabilities. We also provide professional development in-house with our instructional leaders, as well as utilizing our district math coach for ongoing PD. (Title II). Our ESOL teacher and assistant work hand-in-hand with our Literacy Coach and Title I team to provide interventions to our students in need of Tier 2 and 3 in

reading and math. Our HeadStart is also included in school wide activities and Parent Engagement events, as appropriate. All of these stakeholders assist in the creation and monitoring of our SIP, during the CNA process, as well as throughout the year when we examine effectiveness of instruction, and steps towards achieving our goals.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Based on last year's improvements in our SWD popuation, we will continue to focus on improving tier 1 instruction, as well as ensuring all efforts to provide a fully inclusive einvironment for our SWD so all have access to gen ed, tier one instruction with support from an ESE teacher.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We will continue to focus on coaching cycles, with our l.it coach and district math personnel to model explicit and systematic instruction with immediate corrective feedback to address student misconceptions. There will be early release designated collaborative planning Fridays designed for grade levels to collaboratively long-range plan and mapping out of while units. We also provide continuous UFLY PD for our primary teachers grades K-2.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school is committed to supporting children and families through a positive and successful transition from preschool to their local elementary school. We work in partnership with families, educators, and local schools to promote continuity of learning and help children feel confident, secure, and prepared for their new learning environment. Strategies include providing school readiness experiences that build independence, social and emotional skills, early literacy and numeracy, and self-confidence. We encourage families to participate in transition planning, share information about their child, and attend school academic nights (math night, literacy night, etc..). Children are introduced to school through discussions, books, role-play, and peer collaboration to promote social skills. Individualized support is provided for children with additional needs to ensure a smooth and inclusive transition. Our transition practices are reviewed regularly to ensure they continue to meet the needs of children, families, and the wider school community.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**