

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Joseph Loffek
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Port Malabar Elementary School
(As it should appear in the official records)

School Mailing Address 301 Pioneer Ave. NE
(If address is P.O. Box, also include street address.)

Palm Bay Florida 32907-2484
City State Zip Code+4 (9 digits total)

County Brevard State School Code Number*05-2061

Telephone (321) 725-0070 Fax (321) 952-5949

Web site/URL www.portmalabar.es.brevard.k12.fl.us E-mail loffekj@brevard.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Richard DiPatri
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard Tel.(321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Robert Jordan
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|-------------------------|
| <u>57</u> | Elementary schools |
| <u>12</u> | Middle schools |
| <u>4</u> | Junior high schools |
| <u>11</u> | High schools |
| <u>14</u> | Other (Charter Schools) |
| <u>98</u> | TOTAL |
2. District Per Pupil Expenditure: \$6,336.00
- Average State Per Pupil Expenditure: \$6,072.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 8 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	1	2	7			
K	51	56	107	8			
1	50	63	113	9			
2	55	38	93	10			
3	76	52	128	11			
4	55	57	112	12			
5	49	53	102	Other			
6	56	57	113				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							770

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|--------------------------------|
| <u>63</u> % | White |
| <u>24</u> % | Black or African American |
| <u>9</u> % | Hispanic or Latino |
| <u>3</u> % | Asian/Pacific Islander |
| <u>1</u> % | American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 22 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	86
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	87
(3)	Total of all transferred students [sum of rows (1) and (2)]	173
(4)	Total number of students in the school as of October 1	775
(5)	Total transferred students in row (3) divided by total students in row (4)	.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: 7 %
53 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages:

Spanish, Haitian Creole, Chinese, Liberian English, Portuguese, Russian, and Vietnamese

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 352

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 19 %
149 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>12</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>64</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>59</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>48</u>	<u> </u>
Special resource teachers/specialists	<u>12</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>16</u>	<u>11</u>
Total number	<u>83</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	95 %	95 %	97%	95%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	5%	8%	7%	9%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Port Malabar Elementary School has been providing students from Palm Bay, Florida with educational excellence for 26 years. The school is located in a generally settled, well-established low to middle socio-economic area. Port Malabar serves a diverse population of slightly over 770 students. Port Malabar qualifies as a Title 1 school, with 46% of the student population currently qualifying for the free or reduced lunch program. In addition, breakfast is served to over 300 students each day. Minority students make up 35% of the student population and 18% are identified within the Exceptional Student Education program. 6% of the student population is identified as gifted and 7% are Limited English Proficient students.

The stakeholders of Port Malabar Elementary School endeavor to create a community of learners made up of students, professional educators, school support personnel, parents and community members. Through these partnerships, Port Malabar Elementary accepts as their mission the development of the total child in an atmosphere that fosters intellectual, social, and emotional growth. This growth is provided through innovative opportunities for success that instill pride, responsibility, and positive self-worth. Commitment to the mission results in contributing productive citizens in our constantly changing world.

Teachers, students, and parents work closely to uphold a positive learning environment for all students. Academic excellence is achieved through a curriculum based on the Sunshine State Standards as well as individualizing and differentiating instruction. Students facing academic difficulty are referred to the Academic Support Team to facilitate academic success. In addition, a well-established Enrichment Program is in place to continuously challenge students who are performing at higher levels.

The staff at Port Malabar is highly qualified and use best practices in all areas of the curriculum. Teachers use a variety of instructional methods to accommodate the individual needs of each student. Staff development at Port Malabar is exceptionally effective and keeps teachers abreast of the most effective practices and teaching strategies. Port Malabar also educates the whole child. Art, music, physical education, technology, and a full-time Spanish language program are incorporated into each student's curriculum.

School programs such as mentoring, book buddies, science fairs, Math Superstars, and Accelerated Reader all provide opportunities for students to excel. Students are also encouraged to participate in our various extracurricular activities and events. These include after-school clubs geared towards student interests, such as cooking, chess, arts and crafts, as well as our school's chorus, beginning and intermediate strings, and Odyssey of the Mind teams. In addition, Port Malabar has a notable Student Council, a service learning program that sponsors events, food drives and Veterans' Day Programs for our school and community. In addition to our after school extra curricular events, School Age Child Care (SACC) cares for children before and after school. Students are engaged in homework programs and cooperative play. All of these wonderful opportunities create an atmosphere where students want to be engaged and learn. Due to this, Port Malabar's daily average attendance is 97%.

Character education is an integral component of Port Malabar's education. Port Malabar students are encouraged to have Pelican P.R.I.D.E. Each letter represents an essential life skill. Students are Prepared, Respectful, Improved, Dependable, and Enthusiastic. Students that possess these characteristics are recognized at the end of each grading period at an award ceremony.

A school-wide discipline plan is utilized at Port Malabar. The school's discipline plan uses systemic and individualized strategies and interventions for achieving social and learning success in the school setting, while preventing problem behavior. The school-wide approach effectively increases appropriate behaviors of all students, thus creating a safe environment for students, teachers, and staff.

Through a collegial effort, Port Malabar continues to strive for academic excellence. Port Malabar earned its sixth "A" grade on the state's A+ plan. The school achieved 100% criteria and met Adequate Yearly Progress under the No Child Left Behind federal standards. Port Malabar will continue to strive to meet the needs of their students to prepare them for a constantly changing world.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results : The Florida Comprehensive Assessment Test (FCAT) is the tool used for measuring student achievement by all public schools in Florida. The test includes two portions, the FCAT-NRT (Norm Referenced Test) and FCAT-SSS (Sunshine State Standards). The FCAT-NRT is developed to compare a student's knowledge in reading and math with students nationwide. The FCAT-SSS is a criterion referenced assessment which is used to determine mastery of the state curriculum standards. Students in grades 3-10 are required to take both assessments in reading and math. These assessments include both multiple choice and extended written responses. Test administration begins in February and continues into early March.

These assessments are one measure used to determine students' mastery of the Sunshine State Standards and grade level material. On the FCAT-SSS portion of the test, students receive a Scale Score, which aligns with one of five achievement levels. Level 1 (Below Basic) demonstrates non-proficiency of the grade level standards. Level 2 (Basic) is some mastery of grade level standards but not enough to demonstrate grade level proficiency. Level 3 (Meeting State Standards) demonstrates grade level proficiency. Levels 4 and 5 (Exceeding State Standards) demonstrate more than grade level proficiency. The FCAT-NRT reports students' national percentile rankings and stanines. The goals for all students are to perform at the proficient level and make annual learning gains. In addition to instructional decisions, student promotion is also determined after analyzing the assessment data. Students scoring at the Level 1 range are not demonstrating mastery of grade level material and are not prepared for promotion to the next grade.

As part of the Florida A+ Accountability Plan, schools earn points through the calculation of FCAT SSS results that correlate with letter grades. For the past six years, Port Malabar Elementary has earned a school grade of A. This has been accomplished by increasing the percentage of students scoring on grade level and increasing the percentage of students displaying annual learning gains. Schools receive individual student data, as well as disaggregated information about subgroups within the school from the assessment. Not only are school wide instructional plans created with this data, but instructional plans specific to particular subgroups are also implemented. The subgroups represented at Port Malabar Elementary include White Students, African-American Students, Hispanic Students, Multiracial Students, Free/Reduced Lunch Students, and Students with Disabilities. Score reports are also given to parents detailing their child's score and academic achievement on the curriculum standards. Additionally, parents are given passwords to retrieve their child's assessment information on the internet.

Port Malabar Elementary continues to show improvement in increasing the percentage of students scoring at proficient throughout all grade levels and subgroups. The demographic reports also detail the progress that Port Malabar Elementary is making in decreasing the achievement gaps between majority and minority students. For example, in 2003 the difference among proficiency between white and African-American students on the third grade mathematics assessment showed a gap of thirty-one percentage points. On the same assessment in 2006, the achievement gap has been reduced to eleven percentage points. This is just one example of how using the assessment data to drive instruction at Port Malabar Elementary is truly making a difference in student achievement.

Port Malabar has been successful in not only decreasing the achievement gaps, but also increasing the percentage of students working at or above grade level in reading and math. For example, between the years of 2003 to 2006, the percentage of students reading at or above grade level increased fourteen percent. During the same time span, the percentage of students performing at or above grade level in mathematics increased seventeen percent.

2. Using Assessment Results: From the minute the assessment data is available, important decision making begins. The results are analyzed to detail school wide, grade level, and individual teacher trends. The Vertical Articulation Committee at Port Malabar Elementary studies instructional materials and practices carefully to ensure alignment with the standards. Through analysis of the scores, the

administration and teachers can specify strategies and materials that were proven effective, as well as modify those that didn't prove successful. Grade level recommendations are made for the upcoming school year based on the results.

Prior to the start of the school year, teachers are supplied with their assessment averages in the nine areas of focus for the past five to seven years. Having this type of historical data allows teachers to see trends in their instruction and modify their focus for the upcoming school year. The teacher's individual scores are compared with the district's average to show progress and areas for concern. Teachers are also provided data for their upcoming students to make certain appropriate instructional plans can be implemented from the first day of school. School wide results assist in formulating our school improvement plan where professional development can target areas of focus. Teachers are presented with the school wide data to identify strengths and weaknesses to build the focal point for professional development. Being armed with the data empowers the teachers to reflect on their teaching abilities and write individual professional development plans based on their findings.

Individual student scores are also scrutinized for instructional decision making. For some students, the assessment results play a large part in the determination of promotion or retention. The administration and teachers work together to identify students scoring below proficiency, as well as those scoring in the lowest twenty-five percent in reading and/or mathematics. Individual student *Progress Monitoring Plans* are written to identify strategies, materials, and other resources that will be implemented to support these students. These plans lead to continuous progress monitoring and student assistance. The students' scores also determine the students who qualify for remedial services, such as pull out Title I classes or the Jump Start Reading and Math program. Both small group remedial programs have proven essential tools in our quest for continued academic growth.

Another way that Port Malabar Elementary monitors student achievement is by tracking former students' progress at the middle school. Our school counselors access data of the seventh grade students that formerly attended Port Malabar Elementary. Through this data analysis, the administration and sixth grade teachers can alter instruction based on the findings. Overall, the findings demonstrate that sixth grade students are fully prepared for middle school when completing Port Malabar. This success verifies that Port Malabar is building an academic foundation which supports continued academic growth throughout a student's academic career.

3. Communicating Assessment Results: The administration and staff members at Port Malabar Elementary take great pride in the accomplishments being made, and in turn, communicate these accomplishments with stakeholders whenever possible. In order to be sure that all families and community members are informed of pertinent information, assessment results are shared through a variety of methods.

At the beginning of each school year, two Open House sessions, a primary and an intermediate, are held at the school. During these sessions, the administration presents a detailed review of the assessment results of recent years. A PowerPoint presentation breaks down the information in a way that helps those who are not familiar with standardized test results better understand the data. All families and community members are invited to attend this presentation.

In addition, standardized assessment results are made readily available to all stakeholders through the School Improvement Plan, local meetings with community members, online FCAT results, and ceremonies that recognize students for achieving at high levels on standardized assessments. Families and community members are also given printed materials through Parent Workshops, which help to explain data compiled during standardized testing. Additionally, student test results are communicated to parents on an individual basis by the principal and Title I Coordinator.

Finally, more informal, daily assessment results are communicated through an open home-school relationship. Monthly school newsletters and weekly classroom newsletters are sent home, containing important information regarding areas of previous and upcoming assessments. In addition to newsletters, a communication tool known as "Friday Folders," which provides parents and guardians with a weekly assessment report, is sent home with each individual student. Interim Reports and Progress Reports are

also used to communicate assessment results and student progress to the parents.

The open line of communication between the school and the local families and community members helps keep Port Malabar on a track of success and continuous improvement. Through the communication of both formal and informal assessment results, all stakeholders are not only aware of the many successes of the school, and can participate in celebrating these accomplishments, but are also involved in the continued progress that can be made as a whole school.

4. Sharing Success: In addition to being an “A” School for six years in a row, Port Malabar Elementary has received the Golden School Award and the 5 Star School Award. Port Malabar Elementary ranks 69th in the top 100 elementary schools in the state of Florida and is the 5th highest Title I school as well. Within in our own high performing school district, Port Malabar Elementary is the top performing Title I school.

Port Malabar administrators and teachers share best practices with other educators on an ongoing basis because they recognize that collaboration among professionals is key to student success. Forums for sharing our success include the regular opportunity for teachers to communicate with one another the strategies and materials that are being successfully used in their classrooms to increase student achievement. This is accomplished during weekly meetings.

The teachers and administrators are also involved in sharing best practices with other professionals within our school’s feeder chain as well as district wide. Our Title I teachers attend monthly meetings with others in the district to discuss the successful approaches being utilized in our school to increase student achievement in reading, math, writing, and science. Our reading coach has been invited to help choose and prepare appropriate literacy centers. Our technology and media specialist have presented workshops on district professional development days to other teachers on how to teach students across the curriculum utilizing technology. Our counselors also attend monthly meetings with other counselors to discuss the latest issues facing students and strategies for helping them to become successful students academically, behaviorally, and socially. Our cadre of National Board Certified Teachers also meets regularly with other teachers to discuss accomplished practices.

Since earning our 6th state grade of “A”, our principal has presented at a district wide principal meeting as well as during a best practices sharing session just for elementary school principals. This presentation explains how he met with a vertical cadre of teachers during pre-planning to aggregate seven years of test data to identify student weaknesses and strengths, identify learning gaps, and identify teachers who had specific areas of expertise. The cadre also identified five areas of reading and four areas of math that are consistently tested on the FCAT and pinpointed those areas in the state standards. The cadre then shared this information with the entire faculty. As a result, teachers know how to utilize test data, track and monitor student progress, and maintain a specific instructional focus for the continuous, sustained improvement of their students. Since his presentation, he has been invited to give his presentation to the faculty of five other Title I schools.

Our local newspaper has written stories and published photos about the many accomplishments of PME students. Those stories as well as school newsletters, school, and district websites highlight the great news about Port Malabar Elementary and the continuous improvement of its students.

PART V -- CURRICULUM AND INSTRUCTION

1. Curriculum: Port Malabar Elementary shares a school-wide commitment of high expectations for all students. A focused, standards-based curriculum is the core of all educational activities throughout each classroom. Careful monitoring, assessments, and differentiated instruction are used to ensure individual student needs are being met. Through our Academic Support Program, Title 1, and small group instruction, at-risk students are targeted and provided with remediation in all subjects. Port Malabar also boasts a strong Gifted Student Program as well as an Enrichment Program which focuses on challenging our Level 4 and 5 students who are high achieving, but may not qualify for the Gifted Student Program. The Language Arts program at Port Malabar focuses on the essential elements of literacy. All classrooms utilize the uninterrupted 90-minute reading block outlined in the Florida K-12 Comprehensive Reading Plan. Instruction is provided using the core curricular series and differentiated materials to meet the needs of all readers. The Accelerated Reader Program is intertwined to help build and support independent readers. Alongside the reading curriculum, students in all grades are constantly developing their communication skills. Ongoing professional development supports the teachers as they utilize innovative strategies as a foundation for writing instruction. Throughout the school day, reading and writing skills are integrated into all areas of the curriculum. In addition, our Reading Coach provides staff development and assistance for classroom teachers to help support the reading curriculum. By making the connection between reading and writing, student progress on the state required writing assessment has dramatically increased over the years. In the past five years, our writing scores have continued to increase from earning an overall score of 3.5 out of a possible 6 points in 2002, to earning a 4.1 in 2006.

During Mathematics instruction, teachers incorporate textbooks, hands-on manipulatives, differentiated instruction, and supplemental materials to help meet the needs of all students. Problem solving and higher order thinking skills are used to help drive instruction and challenge students to perform at advanced levels. Students throughout the school participate in the Math Superstars program, which provides additional support and enrichment. At the district level, students in grade six continue to participate in a math team, competing against other schools in the county.

An inquiry-based Science program at Port Malabar helps keep students actively engaged and interested. Students participate in both direct instruction and hands-on activities that support the understanding of each of the major science domains. A lab setting is also used during our Science Academic Support program, held after school. Located on the Space Coast, Port Malabar maintains a strong relationship with NASA in order to support the science curriculum. Additionally, students at all grade levels are encouraged to participate in the school's Science Fair, with several students receiving recognition at the district level. Over the last several years, Port Malabar has been recognized for having some of the highest numbers of District Science Fair winners in comparison to other Brevard County schools. Additionally, Port Malabar students scored in the top twelve schools compared with 57 district elementary schools on the FCAT Science assessment.

The Social Studies program is intertwined with all other areas of the school. The curriculum is taught through the core series, utilizing textbooks, technology, and cooperative learning. Students are also exposed to life-long learning through the Character Education program, Student Council, and various school-wide programs. Students in grades 4-6 also participate in a Geography Bowl, held at the district level.

Port Malabar also boasts a strong Special Area program which integrates and supports all areas of the curriculum. Our Physical Education, Music, and Art programs follow state guidelines and incorporate general curricular areas. Media and Technology classes collaborate with classroom teachers to plan focused lessons. Port Malabar also has a full-time Spanish class on the rotation wheel for students in all grade levels.

Technology is used throughout the school to help align curricular areas. Several classrooms use interactive technology such as *SmartBoards* and wireless tablets to help integrate technology into lessons.

Programs such as Classworks, Accelerated Reader, and FCAT Explorer are used to help support the curriculum.

2. Reading Curriculum: Port Malabar Elementary students receive high quality, explicit and systematic instruction in the reading classroom. Students are surrounded by a print rich environment, a wealth of quality reading materials, resources and textbooks at a variety of reading levels. We currently use the district adopted Scott Foresman Reading series which contains components that best meet the needs of our students. The teachers and staff continuously monitor and assess the reading program to ensure that all students are learning at high levels. All grade levels utilize an uninterrupted 90-minute reading block approach to literacy as outlined in the Florida K-12 Comprehensive Reading Plan. Each 90-minute block contains a whole group and small group lesson, teacher read alouds, phonic lesson and interactive literacy centers. Teachers are able to differentiate instruction according to individual learning needs. Students who are reading above grade level are able to participate in enrichment activities such as reader's theater and book studies. Through a local business partner sponsorship, Port Malabar has also adopted the Accelerated Reader program to motivate independent reading. Throughout the year, the Media Center hosts a variety of motivational activities such as Children's Book Week, National Library Week, and Read Across America day. Students also participate in Discovering Quality Literature days and Young Author's Conferences, in which students publish their own books which are shared at the school and district level. Teachers and students also have access to *Classworks*, *FCAT Explorer* and *Accelerated Reader* technology components. Students who are not making progress are offered immediate intensive intervention. Our Academic Support Program reinforces skills using scientific research-based intervention programs such as SOAR to Success, CRISS, Early Reading Intervention and SRA Reading Mastery in a small-group setting. Port Malabar Elementary holds literacy as a top priority, with dedicated teachers who are committed to ensuring high levels of learning for all students.

3. Additional Curriculum Area: To align with our mission to develop the whole child with innovative strategies, the Port Malabar Elementary community strives to create not only students excelling in mathematics, but students who apply mathematics to real world occurrences. This is done by combining the importance of basic skill competency with higher order problem solving. Teachers use both whole group and small group instructional strategies to provide hands-on experiences that build a conceptual understanding of mathematics. From Kindergarten to Sixth Grade, the spiraling curriculum continues to build on mathematical concepts and application. To ensure understanding, teachers offer multiple opportunities for students to write the mathematical processes used. This allows students the chance to synthesize the data and apply it to various types of problems. Ongoing assessments formulate the basis for specific skill focus. These skills are reinforced through regular student use of *Classworks* software. With the use of this program, teachers are able to individualize instruction that aligns directly with student need. The *Classworks* program has over one hundred different reading and math skills that align directly to the standards. The teacher isolates specific standards to create an individualized lesson plan for each student. This differentiated instruction tool allows students to demonstrate mastery with the curriculum standards as another formative assessment.

Our Title I program also sponsors a Family Math Night, where students are able to bring their families to engage in hands-on mathematics activities. Additionally, students are able to take home ready made activities to practice at home. This event excites both students and parents through the engagement of important skill practice. Math games, practice software, flash cards, and other various resources are also available to parents for at home use. Port Malabar has found success in partnering with families to ensure that academics are supported and encouraged in our students' homes. Two remedial programs that have proven successful include our Title I resource classes and our Jump Start program. Both programs occur within the school day and are excellent opportunities for small group instruction with isolated mathematics skill practice. Port Malabar is also fortunate to have an enrichment program to enhance our standard curriculum.

Port Malabar Elementary also benefits from having one teacher serve as a mathematics contact. This

contact presents current research based instructional strategies to the staff in the area of mathematics. This professional development for teachers is invaluable as we continue to strive for excellence. Each year, several teachers attend the Florida Conference for Teachers of Mathematics and return to share current ideas and materials with the teachers. Much of our success can be attributed to meeting all of the students' needs through instructional best practices and continued professional growth.

4. Instructional Methods: At Port Malabar, teachers use various instructional methods to meet the needs of students. Classrooms are designed with print rich materials and extensive libraries where students are excited about learning.

Teachers instruct in whole and small group settings. Small group instruction allows teachers to support and guide students on their instructional level before, during, and after core content instruction. Teacher observation, evaluations, and informal inventories assess the instructional level of students. Teachers also use hands on materials to engage the minds of their students.

At Port Malabar, technology transforms classrooms to create compelling learning opportunities that meet student needs. The school is highly focused on having a 21st Century School. Teachers make use of Smartboard systems, tablet PCs, Lightspeed Classroom Audio systems, and wireless Airliner Pads. Students also access multiple computer labs on campus. A full-time certified computer teacher instructs students through the use of Classworks, Power Media Plus, digital storytelling, digital audio and video, and pod casting. A full-time Network Support Associate is also utilized for continuous staff development opportunities.

All teachers utilize strategies focused on the different modalities by which students learn. Inquiry based instructional models and situations for students to use problem-solving strategies are prevalent in classrooms. Students investigate to satisfy their own questions and communicate through journal writing, oral presentations, drawing, graphing, and charting.

Students at Port Malabar come from a wide range of experiences, knowledge, and backgrounds, many with language barriers that impede learning. Through our ESOL program, students are instructed through an ELLIS program which uses software that enables students to partake in a cutting edge, multimedia technology which teaches English as a second language.

Our students and teachers utilize instructional time for the maximum benefit. Students are actively engaged throughout the day and focused on instructional activities. The dedication of all stakeholders consistently results in high levels of achievement.

5. Professional Development: The professional development plan at Port Malabar Elementary focuses on the individual needs of teachers. At the start of each school year, all teachers review data and identify specific areas of weakness or an area they would like to improve upon. Teachers meet with an administrator to discuss their professional development plan and action research plan including the goal(s), strategies for obtaining them, and the data that will be collected. This opportunity for personal reflection is continuous throughout the school year. By targeting teachers' needs in particular areas, instructional strategies become the focus and enhance both the teachers' and the students' learning and academic performance.

Numerous opportunities for professional growth are offered to teachers throughout the school year. Teachers eagerly attend workshops, seminars, district and state conferences in all subject areas. Through collaboration, new research, strategies, materials and best practices are shared with teammates following any staff development opportunities. A professional library is in place, and administrators often lead the faculty discussions of noteworthy articles. Nationally known consultants such as Melissa Forney, Yvette Zgonc, and Larry Bell are brought in to train teachers and model lessons with students. Many of Port Malabar Elementary's teachers also participate in optional Saturday workshops, and on-line learning, which may include ESOL, Reading, or advancement of their degrees. The current strategies are implemented in the classroom to bridge the learning gaps of students. In order to display annual learning gains for all students, teachers must use a variety of strategies. This exposure to the most current and proven strategies serves as an essential tool for teachers in meeting their students' needs.

A strong mentoring program also supports professional development at Port Malabar. Nationally Board Certified Teachers work with administrators on an induction program for new teachers to help ensure their success. The mentor teachers provide support in curriculum, organization, short and long range planning, gathering and analyzing test data, tracking and monitoring student progress, and successful communication skills. A second mentor program pairs any teacher with a specific need or weakness to another teacher who may have a strength in that particular area. The utilization of “in house” experts allows for ongoing collaboration and professional growth. In addition, our Reading Coach is a key component of our professional development plan. She trains teachers in reading strategies, models lessons, observes teachers, provides feedback, and helps identify and plan for improvement. Port Malabar is aware of the impact a teacher has on student performance. By building and strengthening Port Malabar teachers, the students will have the opportunity to reach their academic potential.

PART VII - ASSESSMENT RESULTS

Port Malabar Elementary School

Third Grade Reading FCAT –Sunshine State Standards

Edition/Publication Year 2002-2006 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	March	March	March
SCHOOL SCORES-Mean Scale Score	323	318	325	316
% Meeting or Exceeding State Standards	81%	82%	83%	75%
% Exceeding State Standards	52%	40%	48%	42%
Number of students tested	106	106	121	115
Percent of total students tested	98%	99%	100%	99%
Number of students alternatively assessed	3	1	0	1
Percent of students alternatively assessed	2%	<1%	0%	<1%
SUBGROUP SCORES				
1. White				
% Meeting or Exceeding State Standards	91%	86%	82%	78%
% Exceeding State Standards	57%	46%	51%	49%
Number of students tested	75	57	89	86
2. African American				
% Meeting or Exceeding State Standards	80%	76%	74%	80%
% Exceeding State Standards	40%	24%	42%	30%
Number of students tested	10	25	19	10
4. Free/Reduced Lunch				
% Meeting or Exceeding State Standards	74%	76%	79%	60%
% Exceeding State Standards	47%	29%	38%	29%
Number of students tested	47	55	56	42
STATE SCORES-Mean Scale Score				
% Meeting or Exceeding State Standards	75%	67%	65%	63%
% Exceeding State Standards	38%	34%	32%	30%

Port Malabar Elementary School
Fourth Grade Reading FCAT –Sunshine State Standards

Edition/Publication Year 2002-2006 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	March	March	March
SCHOOL SCORES-Mean Scale Score	331	335	324	332
% Meeting or Exceeding State Standards (Level 3)	85%	89%	79%	78%
% Exceeding State Standards (Levels 4 & 5)	43%	51%	33%	48%
Number of students tested	98	113	107	140
Percent of total students tested	99%	99%	100%	99%
Number of students alternatively assessed	1	2	0	2
Percent of students alternatively assessed	1%	1%	0%	1%
SUBGROUP SCORES				
1. White				
% Meeting or Exceeding State Standards (Level 3)	88%	94%	85%	81%
% Exceeding State Standards (Levels 4 & 5)	49%	69%	37%	53%
Number of students tested	59	67	77	106
2.African American				
% Meeting or Exceeding State Standards (Level 3)	75%	81%	57%	69%
% Exceeding State Standards (Levels 4 & 5)	15%	27%	14%	37%
Number of students tested	20	26	14	19
4. Free/Reduced Lunch				
% Meeting or Exceeding State Standards (Level 3)	77%	82%	71%	69%
% Exceeding State Standards (Levels 4 & 5)	35%	33%	19%	30%
Number of students tested	43	55	44	57
STATE SCORES-Mean Scale Score				
% Meeting or Exceeding State Standards (Level 3)	66%	72%	69%	60%
% Exceeding State Standards (Levels 4 & 5)	33%	37%	34%	29%

Port Malabar Elementary School
Fourth Grade Math FCAT –Sunshine State Standards

Edition/Publication Year 2002-2006 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	March	March	March
SCHOOL SCORES-Mean Scale Score	350	333	322	325
% Meeting or Exceeding State Standards (Level 3)	87%	78%	68%	70%
% Exceeding State Standards (Levels 4 & 5)	51%	36%	34%	40%
Number of students tested	98	113	107	139
Percent of total students tested	99%	99%	100%	99%
Number of students alternatively assessed	1	2	0	2
Percent of students alternatively assessed	1%	1%	0%	1%
SUBGROUP SCORES				
1. White				
% Meeting or Exceeding State Standards (Level 3)	85%	86%	71%	75%
% Exceeding State Standards (Levels 4 & 5)	58%	49%	39%	46%
Number of students tested	59	67	77	106
2.African American				
% Meeting or Exceeding State Standards (Level 3)	80%	65%	50%	67%
% Exceeding State Standards (Levels 4 & 5)	25%	15%	21%	17%
Number of students tested	20	26	14	18
4. Free/Reduced Lunch				
% Meeting or Exceeding State Standards (Level 3)	84%	71%	58%	64%
% Exceeding State Standards (Levels 4 & 5)	38%	22%	22%	19%
Number of students tested	43	55	44	58
STATE SCORES-Mean Scale Score				
% Meeting or Exceeding State Standards (Level 3)	67%	65%	63%	54%
% Exceeding State Standards (Levels 4 & 5)	31%	27%	26%	20%

Port Malabar Elementary School
Sixth Grade Reading FCAT –Sunshine State Standards

Edition/Publication Year 2002-2006 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	March	March	March
SCHOOL SCORES-Mean Scale Score	334	332	332	328
% Meeting or Exceeding State Standards (Level 3)	81%	85%	81%	75%
% Exceeding State Standards (Levels 4 & 5)	51%	43%	47%	45%
Number of students tested	111	131	109	139
Percent of total students tested	99%	100%	100%	100%
Number of students alternatively assessed	1	0	0	1
Percent of students alternatively assessed	1%	0%	0%	<1%
SUBGROUP SCORES				
1. White				
% Meeting or Exceeding State Standards (Level 3)	84%	88%	87%	82%
% Exceeding State Standards (Levels 4 & 5)	59%	53%	52%	50%
Number of students tested	75	92	85	102
2. African American				
% Meeting or Exceeding State Standards (Level 3)	71%	65%	72%	53%
% Exceeding State Standards (Levels 4 & 5)	28%	15%	36%	29%
Number of students tested	14	26	14	21
3. Free/Reduced Lunch				
% Meeting or Exceeding State Standards (Level 3)	71%	75%	71%	58%
% Exceeding State Standards (Levels 4 & 5)	31%	26%	38%	24%
Number of students tested	41	59	43	56
STATE SCORES-Mean Scale Score				
% Meeting or Exceeding State Standards (Level 3)	64%	56%	55%	53%
% Exceeding State Standards (Levels 4 & 5)	31%	24%	24%	23%

Port Malabar Elementary School
Sixth Grade Math FCAT –Sunshine State Standards

Edition/Publication Year 2002-2006 Publisher CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	March	March	March
SCHOOL SCORES-Mean Scale Score	358	337	341	349
% Meeting or Exceeding State Standards (Level 3)	85%	75%	79%	81%
% Exceeding State Standards (Levels 4 & 5)	55%	37%	39%	52%
Number of students tested	111	131	108	139
Percent of total students tested	99%	100%	100%	100%
Number of students alternatively assessed	1	0	0	1
Percent of students alternatively assessed	1%	0%	0%	<1%
SUBGROUP SCORES				
1. White				
% Meeting or Exceeding State Standards (Level 3)	87%	77%	83%	83%
% Exceeding State Standards (Levels 4 & 5)	62%	45%	43%	59%
Number of students tested	75	92	84	102
2. African American				
% Meeting or Exceeding State Standards (Level 3)	71%	65%	57%	72%
% Exceeding State Standards (Levels 4 & 5)	35%	12%	7%	29%
Number of students tested	14	26	14	21
3. Free/Reduced Lunch				
% Meeting or Exceeding State Standards (Level 3)	76%	63%	68%	68%
% Exceeding State Standards (Levels 4 & 5)	32%	22%	24%	34%
Number of students tested	41	59	43	56
STATE SCORES-Mean Scale Score				
	312	305	301	302
	74%	69%	67%	69%
% Meeting or Exceeding State Standards (Level 3)	53%	47%	45%	47%
% Exceeding State Standards (Levels 4 & 5)	25%	21%	19%	20%