FAU/SIcsd Palm Pointe Educational Research School @ Tradition

2016-17 Schoolwide Improvement Plan

FAU/Slcsd Palm Pointe Educational Research School @ Tradition

10680 SW ACADEMIC WAY, Port St Lucie, FL 34987

www.tradition.fau.edu

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for FAU/Slcsd Palm Pointe Educational Research School @ Tradition

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through engaging, rigorous and differentiated quality instruction, Palm Pointe Educational Research School @ Tradition commits to a comprehensive, collaborative system of support for ALL students. This ensures that our Rockets are fully equipped for their next mission!

b. Provide the school's vision statement.

Palm Pointe Educational Research School @ Tradition, in partnership with parents and the community, will become a premier center of knowledge that is organized around students and the work provided to them. Palm Pointe's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great, focusing on the creation of challenging, engaging, and satisfying work for each student, every day.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers understand that learning students' interests and backgrounds is key to building a sense of community in the classroom. Teachers use surveys to learn about their students' lives, become familiar with relevant popular culture and trends, notice where students like to gather and which local events they attend, and learn about their involvement in athletic events, clubs, and other extracurricular activities. It is not unusual for teachers to attend community sporting events to cheer on their students and/or design lessons and activities that incorporate student interests. The teachers take time to know each student personally and interact with them in a friendly way each day. School personnel share responsibility for all of the students at the school.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

PPE creates a safe and welcoming environment by cultivating a culture of inclusion and respect for all. Our staff works cooperatively to ensure students are properly supervised, as well as promoting positive behaviors in and out of the classroom. Students may be at a higher risk of feeling unsafe when there is little or no adult monitoring, so we pride ourselves on having adults strategically placed throughout the school for morning arrival and dismissal, as well as during lunch time. Our staff closely monitors these "hot spots" to ensure the safety of all. Students are with adults whenever they travel about the school. Teachers walk students to and from resource/elective classes, to lunch, and at dismissal time, where adults await them and safely deliver them to cars, buses, or to the hands of their parents. Students who walk home cross streets with the assistance of a school crossing guard. A school resource officer is assigned to the school and is highly visible. The SRO assists with arrival, dismissal and lunch. He also meets with students and parents who have safety concerns. Our two deans are also visible and highly proactive. All classes have acceptance training and know how to report bullying. Incidents of bullying are taken seriously and resolved within a timely period. In the classrooms, teachers use CHAMPS to clearly state the expectations throughout the day. Our school also practices PBIS, creating rules and expectations which align to respect, safety and engagement. Adherence to these expectations is rewarded and praised, while non-adherence results in consequences. The school has an in-school suspension program where students can complete their school work and remain in a safe environment while serving suspension for more serious violations.

At PPE, a positive approach to discipline is used, which includes interventions and support for students and staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school uses the Positive Behavior Interventions and Support framework and CHAMPS as a way for teachers to structure their learning environments so students are clear about behavioral expectations. Rules are established, routines and procedures are set and students practice them daily. These structures, once in place, maximize instructional time and stop most behavior problems before they start. Each year, the school designates time during preschool work days to refresh or instruct teachers on PBIS and CHAMPS so they can be implemented as intended. During the first few weeks of school, the administration visits classrooms and observes teachers as they teach the expectations and they talk with students to see if they know what is expected. Students are rewarded by teachers and staff with "Rocket Fuel" for meeting the expectations and they can "purchase" desirable items or admittance to special events with the fuel. When behaviors occur that don't meet the expectations, students are retaught what is expected and practice the desirable behavior. When behaviors are not met, consequences occur. The teachers know that a fair and consistent behavior management system will make for a well run classroom.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Palm Pointe professional school counselors provide individual and small group counseling as well as classroom guidance lessons focusing on the social-emotional and academic needs of students. Mentors, within the school, are assigned on a case by case basis in order to help meet the social-emotional needs of students. We also actively collaborate with outside agencies to help students become successful in all areas of life and strive to utilize a person-centered planning process for SWDs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	6	17	15	10	13	17	45	63	0	0	0	0	187
One or more suspensions	0	1	2	0	0	0	2	17	10	0	0	0	0	32
Course failure in ELA or Math	0	0	0	0	0	4	1	2	15	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	2	17	31	29	19	25	0	0	0	0	123

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	4	6	13	12	21	30	0	0	0	0	88

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Before- and after-school tutoring
Tier 2 and Tier 3 instruction for K-5 students struggling in reading and/or math
Credit retrieval for middle school students who fail courses
Intensive reading students will use a supplemental reading program (100 Book Challenge)
Differentiated Instruction for reading and math for K-5 students (K-2 students will use 100 Book Challenge in reading)
Additional time will be provided for middle school students in math
Online resources, such as Think Central, i-Ready, and digital textbooks, will be available for additional support at school and in the home.
Automative Attendance System that informs parents of daily absences
Counseling for truant students and families
Truancy court for students who do not respond to counseling
In-school suspension in lieu of out of school suspension for most offenses

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Palm Pointe hosts both an annual volunteer/business partner orientation and a recognition ceremony. Recruitment occurs continuously by actively contacting local business partners and community members

to assist in a variety of events and activities. Through our partnerships, donations are made to recognize students and staff members with a variety of incentives. Palm Pointe actively participates in community events including: Bowl for Kids Sake, United Way, Relay for Life, MLK Parade and activities, March of Dimes, Autism Speaks, etc. Additionally, student performance groups present in the community and welcome community members to attend school functions.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Perez, Kathleen	Principal
Kuba, Summer	School Counselor
Estrada, Debborah	Dean
Kovach, Matthew	Dean
Hughes, Linda	Teacher, ESE
Carvelli, Karol	Teacher, ESE
Apostolico, Maurizio	Instructional Technology
Fazzalaro, Amy	Instructional Coach
Clancy, Jenny	Instructional Coach
Larsen, Melanie	Instructional Coach
Hitsman, Debra	School Counselor
Keelor, John	Assistant Principal
Eshleman, Suzan	Teacher, K-12
Koenig, Rachel	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, and ensures implementation of the intervention and support.

Instructional Coach: Facilitates the data meetings, provides curriculum support in meeting the needs of those performing below expectations in the areas of reading and math, and identifies strategies to meet the lowest 25th% of students in order to demonstrate academic gains

Assistant Principal: Provides data to monitor instruction, and develops plans and strategies to assist identified students and staff

Professional School Counselor: Facilitates the scheduling of MTSS core team meetings, provides individual/small group counseling and classroom guidance lessons, helps provide professional development for faculty and staff on important issues such as homelessness, behavior support,

classroom management, ESOL, 504 and crisis planning

Assessment Specialist: Facilitates the administration of assessments, diagnostics, and other progress monitoring probes, assists in the identification of students needing intervention, provides teachers with relevant data, and assists in the analysis process used to inform instruction

ESE Chairperson: Provides appropriate accommodations and protocols to ensure the effective instruction of students in Exceptional Student Education

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I-Provides supplemental resources (personnel or supplies) to meet the needs of all students, in accordance with the school's comprehensive needs assessment results

Title II-Professional development is provided to all faculty and staff, in accordance with the school's professional development needs survey results

Title X-The District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free appropriate education

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Linda Hughes	Teacher
Cheryl Petrino	Teacher
Jacqueline Clark	Teacher
Diane Turner	Teacher
Feria Gonzalez	Parent
Liz Castelo	Parent
Holly Condra	Teacher
Pam Molner	Business/Community
Yerimye Bloomfield	Business/Community
Jean Joel Francois	Parent
Morgan Foohs	Teacher
Maria Callejas	Teacher
Glenn Hunt	Parent
Elizabeth Clouse	Parent
Claudy Bois	Teacher
Michelle DeGarmo	Education Support Employee
Summer Kuba	Education Support Employee
Tara Hearl	Teacher
Laura Justice	Teacher
Kristoffer Wright	Teacher
Larisa Pisano	Parent
Laurie VanName	Parent
Luv Lima	Parent
Shellie Morgan	Business/Community
Ann Hartman	Teacher
Stacia Nautel	Parent
Dana Schang	Business/Community
Kathleen Perez	Principal
Michael Bernard	Business/Community
Jeffrey Schoner	Parent
Rod Natta	Parent
Melanie Zaravelis	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's plan was reviewed at the end of the 2015-16 school year during the final SAC meetings as well as through individual subcommittees. Commendations on the plan were noted, as well as recommendations for the 2016-17 School Improvement Plan.

b. Development of this school improvement plan

Recommendations from SAC and the subcommittees, as well as student assessment data, were used to formulate the goal, barriers, and strategies within the 2016-17 School Improvement Plan. A team met to draft a plan that met the current needs of the students. Feedback will be elicited from SAC at its first meeting of the school year (September 14, 2016) and adjustments will be made to the plan as needed. After presentation of the plan/budget and a discussion of its components, SAC unanimously approved PPE's SIP at its September 14, 2016 meeting.

c. Preparation of the school's annual budget and plan

Each year, SAC members examine the general budget and make recommendations on expenditures. In addition to general budgets, all Title budgets, as well as parental involvement budget, are also a regular part of SAC's agenda. After presentation of the plan/budget and a discussion of its components, SAC unanimously approved PPE's SIP, PIP, and related budgets at its September 14, 2016 meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement Funds funds totaling $2,400.00 were used to provide educational resources.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Fazzalaro, Amy	Instructional Coach
Donnelly, Christina	Teacher, K-12
Wright, Kristoffer	Teacher, K-12
Roberts, Ariana	Teacher, K-12
Price, Courtney	Teacher, K-12
Larsen, Melanie	Instructional Coach
Justice, Laura	Teacher, K-12
Crutchley-Oliver, Khadijah	Teacher, K-12
Taylor, Lisa	Teacher, K-12
Beland, Brittany	Teacher, K-12
Hudson, Lindsay	Teacher, K-12
Lloyd, Carrie	Teacher, K-12
Watson, Mikki	Teacher, K-12
Rich, Ashley	Teacher, K-12
Perry, Alison	Teacher, K-12
Garcia, Sue	Teacher, K-12
Koenig, Rachel	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets regularly to share and discuss information related to the LAFS and assessment updates. Department members participate in learning activities targeted towards curriculum development and best instructional practices. Members are then expected to disseminate discussed content and strategies in their grade level team meetings, ensuring quality instruction for all students based on the standards.
Furthermore, the LLT brainstorms, plans, and leads school-wide activities to enhance student literacy experiences. Students and their families are welcome to participate in all planned literacy celebration events.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school provides designated collaborative planning times four times weekly in general and special education staff schedules and instructional plans. Each team has a leader who has been trained by the district in facilitating the sessions. The school has established school-wide norms and each team has used these guidelines to establish expectations for how they will work through their learning sessions. Teams follow a format that begins with norms and proceeds with unpacking the standards for depth and rigor to clarify each team member's understanding of the Florida Standards. Team members then define what constitutes quality work to supply as evidence of student learning. Once the standard is unpacked, and an evaluation measure is determined, the team collaborates to design learning activities which support the intent of the standard, utilizing the Framework for Quality Teaching and Learning as a reference for best practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:
1. Interview process by administration. Select quality teachers who exhibit qualities aligned to the school's philosophy.
2. New teachers attend district orientation.
3. New teachers attend the school's orientation.
4. Mentor is appointed for each new teacher and they meet regularly with their mentor.
5. Meetings are held monthly for new teachers to learn and celebrate success and find solutions to problems.
6. New teachers receive professional development on the Framework for Quality Teaching and Learning, as well as other information appropriate for their role, including best practices for inclusive education.
7. Frequent observations are held and feedback is provided.
8. New teachers observe mentor teachers and mentor teachers observe new teachers and provide feedback.
9. New teachers collaboratively plan with their team or department so they can learn how to plan effectively.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Plan:
•Team Leaders and/or Veteran Teachers to Palm Pointe are paired with new teachers or teachers new to SLPS
• The Districts' SHINE program is followed with fidelity
•Planned Mentoring Activities are scheduled
• Monthly NEST (New Educator Support Team) meetings with school and district personnel support
• New teachers attend District Cohort meetings to obtain needed professional development.
• Mentors and instructional coaches work cooperatively to provide time for new teachers to observe veteran teachers.
• One-on-one support and coaching provided by mentors, school instructional coaches and school administrators.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school district adopts the textbooks from the Florida School Book Depository that are aligned to the Florida Standards. Most of the adopted textbooks come with materials that support the texts and standards. The district also identifies resources the schools can use for Tier 2, Tier 3, and remediation instruction, including 100 Book Challenge. In addition, teachers use lesson plans from C-Palms that are vetted and use other materials and programs, such as i-Ready, that are available in most schools.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Diagnostic, unit assessment, and progress monitoring data are available shortly after assessment administration occurs. Within a short time frame, members of the leadership team meet with grade levels/departments to analyze the data and formulate a plan for instruction, following the backwards design and Universal Design for Learning frameworks. Teachers use the formative assessment data available in Performance Matters/Unify, i-Ready, and SchoolPace to determine the specific needs of their students, conference with students to set goals and discuss strategies, and monitor progress toward meeting each goal. Students experiencing difficulty in attaining proficiency, as evidenced in progress monitoring data, will be provided supplemental support, such as participation in MTSS tiered instructional groups and/or tutoring opportunities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,920

Identified students will participate in ELA and math tutoring before the school day to increase knowledge and skill.

Strategy Rationale

If identified students who are not making adequate academic progress receive additional small group, differentiated instruction, then those students will demonstrate learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Perez, Kathleen, kathleen.perez@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative data is collected by the tutor, including i-Ready assessments/instructional lessons and other work samples completed during the tutorial time. Effectiveness of the strategy will be determined by state assessment results.

Strategy: Weekend Program

Minutes added to school year: 240

All Algebra I, Civics, and Science (5th and 8th grade) students were invited to attend a half-day Boot Camp on a Saturday prior to the administration of their state assessment.

Strategy Rationale

The intention of these Boot Camps was to activate and review skills and concepts learned throughout the course of the year in preparation for the coming assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Perez, Kathleen, kathleen.perez@stlucieschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State assessment results will be collected and analyzed to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

To assist students in transitions from one school level to another, Palm Pointe employs a variety of strategies. For students entering kindergarten we provide a "Kindergarten Blast-Off" each spring where parents are invited to meet with kindergarten teachers and administrators to review school expectations, academics, curriculum and standards. We also provide parents and students with tours of our school in small groups and answer individual questions throughout the tour as needed. We offer 2nd grade parents the opportunity to meet with school personnel to provide them with information on the rigor of curriculum their child will face in third grade as well as the standardized testing requirements. The professional school counselors organize local high school visits for 8th graders as well as provide career counseling classroom guidance lessons for 8th grade students as they embark on the next chapter in their life.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Palm Pointe recognizes the importance of preparing students for their future in college and careers. Professional school counselors provide classroom guidance lessons focusing on establishing and tracking individual goals focusing on preparing for the skills necessary to become college and career ready. Classroom guidance lessons are also created focusing specifically on college and career readiness of middle school students as they transition to high school.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The CIW (Certified Internet Web) career and technical education program course/industry certification is available to eligible eighth grade students.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If Palm Pointe builds upon its school-wide culture of growth mindset and refines practices in creating and implementing high-quality, differentiated instruction, then learners will be engaged in lessons aligned to the depth and rigor of the standards, resulting in learning gains for all.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Palm Pointe builds upon its school-wide culture of growth mindset and refines practices in creating and implementing high-quality, differentiated instruction, then learners will be engaged in lessons aligned to the depth and rigor of the standards, resulting in learning gains for all. `1a`

🔍 G082351

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	72.0
Math Gains	83.0
Math Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal `3`

- Teachers' knowledge of differentiated instruction is varied and application of these practices is inconsistent.

- Teachers are still expanding their knowledge of the Florida Standards and how to plan and implement rigorous instruction to meet the intent of the standards.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Our resources include: instructional coaches, Tier 2 and Tier 3 interventions, part-time interventionist, availability of scientifically-based intervention and instructional materials, technological resources, collaborative planning time built into teachers' schedules, district-created assessments, and school, district, state, and national professional development opportunities.

Plan to Monitor Progress Toward G1. `8`

Student assessment data, classroom observational data, and lesson/unit plan information will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible
Kathleen Perez

Schedule
Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion
Evidence will include: lesson plans, observational notes, and student assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Palm Pointe builds upon its school-wide culture of growth mindset and refines practices in creating and implementing high-quality, differentiated instruction, then learners will be engaged in lessons aligned to the depth and rigor of the standards, resulting in learning gains for all. [1]

🔑 G082351

G1.B1 Teachers' knowledge of differentiated instruction is varied and application of these practices is inconsistent. [2]

🔑 B218022

G1.B1.S1 The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by i-Ready, SchoolPace, unit assessments, etc. [4]

🔑 S230267

Strategy Rationale

If the teachers are able to easily access and interpret student performance data, then they will be better equipped to identify students' instructional needs.

Action Step 1 [5]

The school will designate windows and provide resources to administer assessments and examine student assessment outcomes.

Person Responsible

John Keelor

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Evidence will include: student assessment results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The leadership team will support and monitor teachers in the administration of scheduled student assessments and the timely interpretation of results.

Person Responsible

John Keelor

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Evidence will include: student assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Data from student assessments, including i-Ready diagnostics, district unit assessments, and SchoolPace leveling assessments, will be regularly collected and analyzed to monitor the effectiveness of implementation.

Person Responsible

John Keelor

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Evidence will include: data from i-Ready diagnostics, district unit assessments, and SchoolPace leveling assessments

G1.B1.S2 Throughout the school year, the school will facilitate data discussions and professional learning opportunities geared toward progress monitoring and planning for differentiation. `4`

🔑 S230268

Strategy Rationale

If the teachers are actively involved in these learning opportunities, then they will be equipped to implement differentiated instructional practices that meet the needs of all students.

Action Step 1 `5`

The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes.

Person Responsible

Rachel Koenig

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: agendas, session notes, and student assessment results

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Members of the leadership team will attend and/or facilitate the sessions and monitor the implementation of the sessions' objectives.

Person Responsible

Rachel Koenig

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: lesson plans, assessment results, and student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration and coaches will attend/facilitate the sessions and monitor the effects of implementing the sessions' objectives.

Person Responsible

Rachel Koenig

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: agendas, session notes, lesson plans, assessment results, and student work

G1.B1.S3 The school will provide support and resources for remediation and enrichment through designated MTSS/Research instructional blocks. `4`

🔧 S230269

Strategy Rationale

If the teachers engage their students in appropriate, differentiated instruction during these blocks of time, then students' individual instructional needs will be addressed.

Action Step 1 `5`

The school's core MTSS/Research team will attend a district-based training, develop a school-based plan, and monitor its implementation and effects across grade levels.

Person Responsible

Rachel Koenig

Schedule

Every 2 Months, from 8/25/2016 to 5/26/2017

Evidence of Completion

Evidence will include: meeting agenda, plan details, and fidelity checklist/observation notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

The core MTSS/Research team will regularly monitor the implementation of the intervention/ differentiated instruction plan through analysis of diagnostic/progress monitoring data, classroom observations, and response to intervention/grade level meetings.

Person Responsible

Rachel Koenig

Schedule

Every 2 Months, from 8/25/2016 to 5/26/2017

Evidence of Completion

Evidence will include: progress monitoring data, fidelity checklists, and meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

The core MTSS/Research team will regularly monitor the effectiveness of the intervention/ differentiated instruction plan through analysis of progress monitoring data, classroom observations, and response to intervention/grade level meetings.

Person Responsible

Rachel Koenig

Schedule

Every 2 Months, from 8/25/2016 to 5/26/2017

Evidence of Completion

Evidence will include: progress monitoring data, fidelity checklists, and meeting notes

G1.B2 Teachers are still expanding their knowledge of the Florida Standards and how to plan and implement rigorous instruction to meet the intent of the standards. 2

🔍 B218023

G1.B2.S1 The school will provide structured collaborative planning time to unpack the standards and opportunities for teachers to participate in professional development sessions and learning walks focused on rigorous instruction. 4

🔍 S230270

Strategy Rationale

If teachers collaborate to unpack the standards and participate in professional learning opportunities, then teachers will be able to design cognitively complex lessons.

Action Step 1 5

Structured collaborative planning time and professional learning opportunities will be provided to teachers.

Person Responsible

Rachel Koenig

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: agendas, session notes, lesson plans, and student assessment results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The leadership team will monitor, participate in and/or facilitate the collaborative planning and learning sessions.

Person Responsible

Rachel Koenig

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: lesson plans, student work, assessments, and feedback from the learning sessions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The leadership team will monitor the effectiveness of the collaborative planning sessions, classroom instruction, and implementation of professional learning through observational notes, lesson plans, and student assessment data.

### Person Responsible

Rachel Koenig

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence will include: observational notes, lesson plans, and student assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M296069	Student assessment data, classroom observational data, and lesson/unit plan information will be...	Perez, Kathleen	8/8/2016	Evidence will include: lesson plans, observational notes, and student assessment results	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M296061	Data from student assessments, including i-Ready diagnostics, district unit assessments, and...	Keelor, John	8/19/2016	Evidence will include: data from i-Ready diagnostics, district unit assessments, and SchoolPace leveling assessments	5/26/2017 weekly
G1.B1.S1.MA1 🔑 M296062	The leadership team will support and monitor teachers in the administration of scheduled student...	Keelor, John	8/19/2016	Evidence will include: student assessment results	5/26/2017 weekly
G1.B1.S1.A1 🔑 A293584	The school will designate windows and provide resources to administer assessments and examine...	Keelor, John	8/19/2016	Evidence will include: student assessment results	5/26/2017 weekly
G1.B2.S1.MA1 🔑 M296067	The leadership team will monitor the effectiveness of the collaborative planning sessions,...	Koenig, Rachel	8/8/2016	Evidence will include: observational notes, lesson plans, and student assessment data	5/26/2017 weekly
G1.B2.S1.MA1 🔑 M296068	The leadership team will monitor, participate in and/or facilitate the collaborative planning and...	Koenig, Rachel	8/8/2016	Evidence will include: lesson plans, student work, assessments, and feedback from the learning sessions	5/26/2017 weekly
G1.B2.S1.A1 🔑 A293587	Structured collaborative planning time and professional learning opportunities will be provided to...	Koenig, Rachel	8/8/2016	Evidence will include: agendas, session notes, lesson plans, and student assessment results	5/26/2017 weekly
G1.B1.S2.MA1 🔑 M296063	Administration and coaches will attend/facilitate the sessions and monitor the effects of...	Koenig, Rachel	8/8/2016	Evidence will include: agendas, session notes, lesson plans, assessment results, and student work	5/26/2017 quarterly
G1.B1.S2.MA1 🔑 M296064	Members of the leadership team will attend and/or facilitate the sessions and monitor the...	Koenig, Rachel	8/8/2016	Evidence will include: lesson plans, assessment results, and student work	5/26/2017 quarterly
G1.B1.S2.A1 🔑 A293585	The school will utilize various funding sources to provide professional development sessions,...	Koenig, Rachel	8/8/2016	Evidence will include: agendas, session notes, and student assessment results	5/26/2017 monthly
G1.B1.S3.MA1 🔑 M296065	The core MTSS/Research team will regularly monitor the effectiveness of the...	Koenig, Rachel	8/25/2016	Evidence will include: progress monitoring data, fidelity checklists, and meeting notes	5/26/2017 every-2-months
G1.B1.S3.MA1 🔑 M296066	The core MTSS/Research team will regularly monitor the implementation of the...	Koenig, Rachel	8/25/2016	Evidence will include: progress monitoring data, fidelity checklists, and meeting notes	5/26/2017 every-2-months
G1.B1.S3.A1 🔑 A293586	The school's core MTSS/Research team will attend a district-based training, develop a school-based...	Koenig, Rachel	8/25/2016	Evidence will include: meeting agenda, plan details, and fidelity checklist/observation notes	5/26/2017 every-2-months

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Palm Pointe builds upon its school-wide culture of growth mindset and refines practices in creating and implementing high-quality, differentiated instruction, then learners will be engaged in lessons aligned to the depth and rigor of the standards, resulting in learning gains for all.

G1.B1 Teachers' knowledge of differentiated instruction is varied and application of these practices is inconsistent.

G1.B1.S2 Throughout the school year, the school will facilitate data discussions and professional learning opportunities geared toward progress monitoring and planning for differentiation.

PD Opportunity 1

The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes.

Facilitator

Learning Sciences International's staff developer, Curriculum Associates' staff developers, American Reading Company's staff developer, administrators, instructional coaches, and assessment specialist

Participants

Instructional staff

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G1.B1.S3 The school will provide support and resources for remediation and enrichment through designated MTSS/Research instructional blocks.

PD Opportunity 1

The school's core MTSS/Research team will attend a district-based training, develop a school-based plan, and monitor its implementation and effects across grade levels.

Facilitator

St. Lucie Public Schools, school-based leadership team, and core MTSS/Research team

Participants

all instructional staff

Schedule

Every 2 Months, from 8/25/2016 to 5/26/2017

G1.B2 Teachers are still expanding their knowledge of the Florida Standards and how to plan and implement rigorous instruction to meet the intent of the standards.

G1.B2.S1 The school will provide structured collaborative planning time to unpack the standards and opportunities for teachers to participate in professional development sessions and learning walks focused on rigorous instruction.

PD Opportunity 1

Structured collaborative planning time and professional learning opportunities will be provided to teachers.

Facilitator

Learning Sciences International's staff developer, administration, instructional coaches, and team leaders

Participants

Instructional staff

Schedule

Weekly, from 8/8/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Palm Pointe builds upon its school-wide culture of growth mindset and refines practices in creating and implementing high-quality, differentiated instruction, then learners will be engaged in lessons aligned to the depth and rigor of the standards, resulting in learning gains for all.

G1.B1 Teachers' knowledge of differentiated instruction is varied and application of these practices is inconsistent.

G1.B1.S1 The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by i-Ready, SchoolPace, unit assessments, etc.

TA Opportunity 1

The school will designate windows and provide resources to administer assessments and examine student assessment outcomes.

Facilitator

Administration, instructional coaches, assessment specialist, and team leaders

Participants

instructional staff

Schedule

Weekly, from 8/19/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	The school will designate windows and provide resources to administer assessments and examine student assessment outcomes.				$0.00
2	G1.B1.S2.A1	The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes.				$2,554.78
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		$2,554.78
			Notes: These roll forward funds will provide professional development sessions, substitute coverage, and related resources.			
3	G1.B1.S3.A1	The school's core MTSS/Research team will attend a district-based training, develop a school-based plan, and monitor its implementation and effects across grade levels.				$3,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		$3,860.00
			Notes: These funds will provide teacher training opportunities, substitute coverage, research-based programs/resources, and student/staff incentives.			
4	**G1.B2.S1.A1**	**Structured collaborative planning time and professional learning opportunities will be provided to teachers.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		$1,000.00
			Notes: These funds will provide professional learning opportunities and substitute coverage for teachers.			
					Total:	**$7,414.78**