FAU/SIcsd Palm Pointe Educational Research School @ Tradition

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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!

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.

School Leadership Team

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
Hughes, Linda	Teacher, ESE
Carvelli, Karol	Teacher, ESE
Apostolico, Maurizio	Instructional Technology
Larsen, Melanie	Instructional Coach
Hitsman, Debra	School Counselor
Keelor, John	Assistant Principal
Eshleman, Suzan	Other
Koenig, Rachel	Assistant Principal
Huszar, Heather	Dean
Innamorato, Carmela	Instructional Coach
Rowley, Tiffany	School Counselor
Perry, Alison	Instructional Coach
	Dean

Duties

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.

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

Instructional Coach: Facilitates data meetings and implementation of data-driven differentiation; provides curriculum support in meeting the needs of those performing below expectations in the areas of reading and math, provides professional development in areas of curriculum and instruction; and identifies strategies to meet the lowest 25th percentile of students in order to demonstrate academic gains.

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, social-emotional learning, 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; monitors i-Ready and provides support for instructional use.

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

Dean: Ensures that students abide by the school code of conduct; monitors the implementation of behavior management initiatives throughout the school and facilitates students activities and funds in regards to these initiatives; facilities other behavior supports and interventions, along with tracking and reporting all discipline data for the school; serve as an instructional support for teachers with Tier 1 behavioral structures and management in the classroom.

Early Warning Systems

Year 2017-18

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	7	7	9	11	14	6	6	20	0	0	0	0	81
One or more suspensions	0	0	5	8	0	8	16	12	30	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	15	31	24	25	14	0	0	0	0	109

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	0	0	0	0	1	1	8	9	9	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	14	11	9	9	6	22	22	0	0	0	0	0	97
One or more suspensions	0	2	0	1	2	4	31	31	0	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	1	4	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	23	39	29	20	29	11	0	0	0	0	151
Retentions	0	1	3	8	7	5	8	6	7	0	0	0	0	45

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	0	11	5	10	15	23	0	0	0	0	0	65

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	14	11	9	9	6	22	22	0	0	0	0	0	97
One or more suspensions	0	2	0	1	2	4	31	31	0	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	1	4	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	23	39	29	20	29	11	0	0	0	0	151
Retentions	0	1	3	8	7	5	8	6	7	0	0	0	0	45

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	0	11	5	10	15	23	0	0	0	0	0	65

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

School-wide, Palm Pointe scored lower in ELA in both proficiency and learning gains than Math as measured by the 2017-2018 FSAs. Overall, 70% of PPE students were proficient in English Language Arts as compared to 78% proficient in Math. 68% of students achieved a learning gain in ELA, while 74% made gains in Math.

In looking more closely at specific grade levels, Palm Pointe scored the lowest in 4th grade ELA and Math. 4th grade students were 64% proficient in ELA for the past two years, and scored 65% in Math this current year, which was 3% lower than the previous year. Additionally, looking at the same group of students, their proficiency in ELA decreased by 11% from 3rd grade to 4th grade. It is a trend that intermediate grades have had lower achievement than middle school for the past three years.

Which data component showed the greatest decline from prior year?

School-wide, proficiency and learning gains increased in both ELA and Math. More growth was noted in Math, likely due to a school-wide focus on Math improvement in 2017-2018. However, as mentioned in question 1, when looking at achievement by grade, 4th grade demonstrated the greatest decline when considering student performance from one grade level to the next, with an 11% drop in ELA from 2016-2017 to 2018-2019. Similarly, 4th grade learning gains in ELA decreased from 54% to 49% in ELA, and from 35% to 26% in Math.

Which data component had the biggest gap when compared to the state average?

Palm Pointe had higher proficiency rates than the state average in all grade levels and subject areas; however, the school's closest comparison was in 4th grade ELA, in which the school was only 8% higher than the state.

Which data component showed the most improvement? Is this a trend?

As evidenced by FSAs, the school had significant growth in both overall Math proficiency and gains. Looking at specific grade level achievement in Math, proficiency increased in grades 3 and 5 by 14% and 10% respectively. In 5th grade, learning gains for students in the bottom quartile increased by 33%. In 6th grade, students demonstrated a 22% increase in proficiency (when following the same group of students) from the previous year. Math achievement in grades 6 and 7, and Algebra I exceeded 80% proficient.

Describe the actions or changes that led to the improvement in this area.

The school took strategic steps throughout the 2017-2018 school year to increase learning gains in both subject areas, focusing on monitoring techniques, formative assessments, and feedback. For Math in particular, the school consulted with RISE for Tomorrow LLC, employed a part-time interventionist, and guided collaborative planning and data analysis sessions to support teachers in maximizing instructional time.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	80%	60%	67%	0%	55%
ELA Learning Gains	68%	75%	57%	65%	0%	54%
ELA Lowest 25th Percentile	57%	66%	52%	45%	0%	49%
Math Achievement	78%	84%	61%	78%	0%	56%
Math Learning Gains	74%	74%	58%	75%	0%	54%
Math Lowest 25th Percentile	63%	67%	52%	58%	0%	48%
Science Achievement	66%	79%	57%	68%	0%	52%
Social Studies Achievement	86%	91%	77%	90%	0%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	1 (4)	7 (14)	7 (11)	9 (9)	11 (9)	14 (6)	6 (22)	6 (22)	20 (0)	81 (97)
One or more suspensions	0 (0)	0 (2)	5 (0)	8 (1)	0 (2)	8 (4)	16 (31)	12 (31)	30 (0)	79 (71)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (4)	0 (0)	0 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (23)	15 (39)	31 (29)	24 (20)	25 (29)	14 (11)	109 (151)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	73%	0%	57%	16%
	2017	75%	78%	-3%	58%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	64%	69%	-5%	56%	8%
	2017	64%	68%	-4%	56%	8%
Same Grade Comparison		0%				
Cohort Comparison		-11%				
05	2018	68%	73%	-5%	55%	13%
	2017	63%	70%	-7%	53%	10%
Same Grade Comparison		5%				
Cohort Comparison		4%				
06	2018	64%	69%	-5%	52%	12%
	2017	64%	71%	-7%	52%	12%
Same Grade Comparison		0%				
Cohort Comparison		1%				
07	2018	76%	79%	-3%	51%	25%
	2017	69%	77%	-8%	52%	17%
Same Grade Comparison		7%				
Cohort Comparison		12%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	82%	86%	-4%	58%	24%
	2017	79%	83%	-4%	55%	24%
Same Grade Comparison		3%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	81%	1%	62%	20%
	2017	68%	74%	-6%	62%	6%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	65%	73%	-8%	62%	3%
	2017	68%	72%	-4%	64%	4%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	73%	79%	-6%	61%	12%
	2017	63%	71%	-8%	57%	6%
Same Grade Comparison		10%				
Cohort Comparison		5%				
06	2018	85%	83%	2%	52%	33%
	2017	86%	87%	-1%	51%	35%
Same Grade Comparison		-1%				
Cohort Comparison		22%				
07	2018	83%	83%	0%	54%	29%
	2017	75%	78%	-3%	53%	22%
Same Grade Comparison		8%				
Cohort Comparison		-3%				
08	2018	53%	70%	-17%	45%	8%
	2017	58%	73%	-15%	46%	12%
Same Grade Comparison		-5%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	69%	-8%	55%	6%
	2017					
Cohort Comparison						
08	2018	72%	75%	-3%	50%	22%
	2017					
Cohort Comparison		72%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	89%	-3%	71%	15%
2017	90%	93%	-3%	69%	21%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	94%	1%	62%	33%
2017	100%	99%	1%	60%	40%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	100%	-100%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	42	41	60	57	27	40			
ELL	31	47	36	59	65	50					
ASN	88	64		100	86						
BLK	66	70	64	72	73	60	59	93	100		
HSP	72	72	59	79	75	63	68	79	91		
MUL	73	71		85	74		77				
WHT	69	64	50	79	73	62	65	87	92		
FRL	67	68	58	74	73	63	59	84	93		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	51	45	38	48	43	22	80			
ELL	52	55		57	50						
ASN	95	93		84	80						
BLK	65	62	51	63	64	50	50	88	71		
HSP	70	63	50	76	71	51	65	89	68		
MUL	64	58	40	67	64	58	43				
WHT	69	66	55	78	71	48	73	92	79		
FRL	63	60	50	67	65	48	54	87	66		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teachers are continuing to deepen their knowledge of how to design and implement data-driven differentiated instruction with accountability, aligned to the depth and rigor of the Florida Standards.
Rationale	Although Palm Pointe maintained high academic achievement in both ELA and Math in comparison to state averages, the school did not meet its intended achievement goal for overall ELA proficiency during the 2017-2018 school year. Looking at grade-specific scores, and teacher and parent feedback, it is evident that teachers need further development in designing instruction based on data which targets specific student needs and maximizes instructional time. If teachers are able to easily access and interpret student performance data, then they will be better equipped to identify students' targeted instructional needs, and better able to provide students with concrete feedback related to their strengths and areas of growth. Teachers will have the necessary data and skill to implement differentiated instructional practices and organize small group instruction. Teachers will also be able to guide students in setting goals and tracking progress, improving academic accountability over time.
Intended Outcome	As a result of deepening teachers' knowledge and skill in implementing data-driven differentiation, school-wide proficiency on state-wide assessments in ELA and Math will improve by a minimum of 5 points by the end of the 2018-2019 school year. Additionally, by strengthening differentiated practices and organizing small group instruction with regularity, teachers will more effectively attend to students' individual needs, resulting in a minimum of 5% increase in school-wide learning gains in ELA and Math by the end of the school year.
Point Person	Kathleen Perez (kathleen.perez@stlucieschools.org)
Action Step	
Description	• The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, iReady results, School Pace progress, unit assessments scores, etc. • The school will designate windows and provide resources to administer assessments and examine student assessment outcomes. • Throughout the school year, the school will facilitate collaborative learning sessions and professional development opportunities geared toward differentiation practices. • The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes. • Teachers will provide timely, actionable feedback and guide students in tracking progress from formative assessments including goal-setting and communicating individual achievement. • The school will provide teachers with professional learning and support focused on formative assessments and engaging in the feedback cycle, as well as resources for teachers and students to track progress toward learning goals.
Person Responsible	Kathleen Perez (kathleen.perez@stlucieschools.org)
Plan to Monitor Effectiveness	
Description	FSA and SSA scores will be used to evaluate the overall impact of the action steps described above. Additionally, school-based monitoring systems will assist in tracking progress toward the overall goal. The school will monitor the use of i-Ready, as well as overall passing rates of lessons. Student progress will also be measured through diagnostics and growth monitoring sessions. Student achievement will be tracked

throughout the year through the analysis of unit assessments. Teacher evaluation scores, teacher survey feedback, and student achievement data be used to evaluate the effectiveness of the professional development opportunities, as well as the implementation of instructional practices.

Person Responsible	Kathleen Perez (kathleen.perez@stlucieschools.org)

Activity #2

Title	School-wide understanding and implementation of social-emotional learning is inconsistent across grade levels and classrooms.
Rationale	If students have more social-emotional learning experiences, then they will be able to effectively manage and apply the knowledge, attitudes, and skills necessary to understand their emotions, feel and show empathy, and maintain positive relationships, resulting in classroom environments more conducive to tolerance, multiple viewpoints, and focus on learning.
Intended Outcome	As a result of improving teachers' understanding and implementation of social-emotional learning, bullying reports filed during 2018-2019 will be reduced by 25% in comparison to the previous school year. Additionally, SESSIR referrals will decrease by 30% as compared to 2017-2018.
Point Person	Tiffany Rowley (tiffany.rowley@stlucieschools.org)

Action Step

Description	• The school will work to broaden its understanding and implementation of social-emotional learning competencies through professional development, supportive resources, and restorative practices. • The school, will establish a Social and Emotional Learning (SEL) committee which will provide teachers with training, support, and resources to build teachers' knowledge of the five social-emotional learning competencies and their ability to implement activities, such as daily community circles, along with specific targeted social-emotional learning experiences.
Person Responsible	Tiffany Rowley (tiffany.rowley@stlucieschools.org)

Plan to Monitor Effectiveness

Description	The school will form a Social and Emotional Learning committee which, in partnership with the school's PBIS team, will monitor behavior incidences reported to the Deans Department and/or involvement with the Guidance Department. The SEL committee will also partner with the school leadership team to conduct classroom walk-throughs to monitor the fidelity of social-emotional learning activities, such as community circles, implemented in the classroom.
Person Responsible	Tiffany Rowley (tiffany.rowley@stlucieschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Palm Pointe is resolved to making every effort to involve parents and community members in activities and meetings at the school, in order to promote effective relationships, form a strong school-home partnership, and increase student achievement. As part of its 2018-2019 Parent and Family Engagement Policy and in an effort to build positive relationships with families and keep parents informed of their child's progress, Palm Pointe has planned the following categories of events. The school solicits feedback from families through SAC meetings, event exit surveys, and its annual Title I Parent Involvement/Satisfaction Survey, which is deployed each spring.
i. Grade Level Events – Each grade level team will have the opportunity to design a family engagement event. Events may include, but are not limited to curriculum-based game nights, Science investigations, Reading events, and information sessions.
ii. School-wide or Grade Band Events – A committee comprised of an instructional coach and teachers will design and facilitate grade band family engagement events specific to ELA, Math, Science, or Social Studies content. K-2, 3-5, 6-8 – will host at least one event, for the purpose of improving understanding of vertical alignment across grade levels in the identified content area(s).
iii. Parent Academy Sessions – St. Lucie Public Schools' Parent Academy will offer sessions to families for the purpose of improving families' ability to support students academically, socially, and emotionally.
iv. Recognition Events – Recognition events are designed for the purpose of celebrating student success, showing gratitude to volunteers, and promoting family and community involvement at school.
v. Communication & Feedback Events – Palm Pointe will host more opportunities for parent-teacher conferencing and student-led conferencing. In addition, instructional staff will provide information about curriculum and grade-specific areas of concern at designated communication events, such as Meet-the-Teacher, and "Classroom Kickoff."

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

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.

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 rising 3rd grade families 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. Rising 6th grade families (as well as rising 7th-8th graders new to Palm Pointe) are invited to participate in an annual event that provides them with key details regarding middle school curriculum, scheduling, and related information. Middle schoolers utilize the Naviance online platform to assist them in goal setting and preparing for high school. 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.

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 IX-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

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 and Naviance support focusing on establishing and tracking individual goals, as well as 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.

Part V: Budget

Total:	**$15,188.53**