

Florida Atlantic University - College of Education

FAU/SIcsd Palm Pointe Educational Research



2019-20 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

Demographics

Principal: Kathleen Perez

Start Date for this Principal: 7/15/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (73%) 2016-17: A (68%) 2015-16: A (67%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
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	Job Duties and Responsibilities
Perez, Kathleen	Principal	
Hughes, Linda	Teacher, ESE	
Carvelli, Karol	Teacher, ESE	
Apostolico, Maurizio	Instructional Technology	
Larsen, Melanie	Instructional Coach	
Keelor, John	Assistant Principal	
Eshleman, Suzan	Other	
Koenig, Rachel	Assistant Principal	
Innamorato, Carmela	Instructional Coach	
Rowley, Tiffany	School Counselor	
Perry, Alison	Instructional Coach	
Apple, Angela	School Counselor	
Bois, Claudy	Dean	
Newsome, Annette	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	147	147	151	159	156	169	174	158	0	0	0	0	1405
Attendance below 90 percent	1	8	3	6	4	4	8	5	5	0	0	0	0	44
One or more suspensions	0	1	5	6	13	6	9	38	22	0	0	0	0	100
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	3	26	29	47	18	25	0	0	0	0	148

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	0	0	3	1	8	6	6	0	0	0	24

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		2	1	0	5	0	0	0	0	0	0	0	0	8
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

91

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	0	0	1	1	8	9	9	0	0	0	28

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	8	9	9	0	0	0	0	28

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	83%	61%	69%	0%	57%
ELA Learning Gains	67%	74%	59%	64%	0%	57%
ELA Lowest 25th Percentile	56%	66%	54%	52%	0%	51%
Math Achievement	75%	84%	62%	74%	0%	58%
Math Learning Gains	64%	70%	59%	70%	0%	56%
Math Lowest 25th Percentile	47%	62%	52%	50%	0%	50%
Science Achievement	64%	76%	56%	65%	0%	53%
Social Studies Achievement	88%	94%	78%	90%	0%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	144 (0)	147 (0)	147 (0)	151 (0)	159 (0)	156 (0)	169 (0)	174 (0)	158 (0)	1405 (0)
Attendance below 90 percent	1 (1)	8 (7)	3 (7)	6 (9)	4 (11)	4 (14)	8 (6)	5 (6)	5 (20)	44 (81)
One or more suspensions	0 (0)	1 (0)	5 (5)	6 (8)	13 (0)	6 (8)	9 (16)	38 (12)	22 (30)	100 (79)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	26 (15)	29 (31)	47 (24)	18 (25)	25 (14)	148 (109)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	77%	-6%	58%	13%
	2018	73%	73%	0%	57%	16%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	75%	79%	-4%	58%	17%
	2018	64%	69%	-5%	56%	8%
Same Grade Comparison		11%				
Cohort Comparison		2%				
05	2019	65%	71%	-6%	56%	9%
	2018	68%	73%	-5%	55%	13%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
06	2019	67%	74%	-7%	54%	13%
	2018	64%	69%	-5%	52%	12%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
07	2019	72%	76%	-4%	52%	20%
	2018	76%	79%	-3%	51%	25%
Same Grade Comparison		-4%				
Cohort Comparison		8%				
08	2019	82%	84%	-2%	56%	26%
	2018	82%	86%	-4%	58%	24%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	79%	-6%	62%	11%
	2018	82%	81%	1%	62%	20%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	70%	74%	-4%	64%	6%
	2018	65%	73%	-8%	62%	3%
Same Grade Comparison		5%				
Cohort Comparison		-12%				
05	2019	56%	67%	-11%	60%	-4%
	2018	73%	79%	-6%	61%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-17%				
Cohort Comparison		-9%				
06	2019	88%	90%	-2%	55%	33%
	2018	85%	83%	2%	52%	33%
Same Grade Comparison		3%				
Cohort Comparison		15%				
07	2019	77%	79%	-2%	54%	23%
	2018	83%	83%	0%	54%	29%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				
08	2019	24%	66%	-42%	46%	-22%
	2018	53%	70%	-17%	45%	8%
Same Grade Comparison		-29%				
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	64%	-8%	53%	3%
	2018	61%	69%	-8%	55%	6%
Same Grade Comparison		-5%				
Cohort Comparison						
08	2019	72%	73%	-1%	48%	24%
	2018	72%	75%	-3%	50%	22%
Same Grade Comparison		0%				
Cohort Comparison		11%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	91%	-3%	71%	17%
2018	86%	89%	-3%	71%	15%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	94%	1%	61%	34%
2018	95%	94%	1%	62%	33%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	100%	-100%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	57	52	46	49	44	14	76			
ELL	43	45	50	65	69	50					
ASN	81	81		88	76						
BLK	73	67	62	69	58	42	55	92	95		
HSP	72	69	52	73	60	47	62	87	95		
MUL	69	67	42	80	69		53				
WHT	70	65	58	77	67	49	68	85	93		
FRL	68	66	58	71	60	45	60	86	88		
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						

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	675
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was learning gains for students in the lowest 25th percentile in math (47%). This could be attributed to staffing issues, lack of small group instructional practices/structure, and not reteaching targets in the time between testing and retesting, to gauge whether students have retained the concepts.

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

Data components in all subject areas in fifth grade - proficiency and gains - showed the greatest decline from the prior year. This could be attributed to fewer opportunities for students to practice skills related to standards/targets, and not as much of a regularly used structure for small group instruction and reteach opportunities.

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

Eighth grade math had the greatest gap when compared to the state average (24% to 46%). This could be attributed to concerns related to staffing, relationship-building, differentiation, and reteach opportunities.

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

Fourth grade ELA proficiency and gains showed the most improvement. The team was comprised of strong teachers who worked collaboratively to plan engaging, rigorous instruction and believed in the power of building relationships with students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern from the EWS data is the performance of SWD at 46%.

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

1. Bottom quartile learning gains
2. Fifth grade proficiency and learning gains in Math and ELA; proficiency in Science
3. Eighth grade Math proficiency and learning gains
4. SWD proficiency and learning gains
5. Social-Emotional Learning

Part III: Planning for Improvement

Areas of Focus:

#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 Math proficiency and Math/ELA learning gains during the 2018-2019 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 can 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.
State the measurable outcome the school plans to achieve	Student performance on end-of-year FSA, SSA, EOC, and FSAA assessments will each increase by at least three percentage points.
Person responsible for monitoring outcome	Kathleen Perez (kathleen.perez@stlucieschools.org)
Evidence-based Strategy	Strategies will include: data-driven instruction, data analysis, teacher collaborative planning/learning, and formative assessment/feedback opportunities.
Rationale for Evidence-based Strategy	If teachers can 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. Professional development needs survey feedback, student achievement data, and observational results were used to make this determination.
Action Step	
Description	<ul style="list-style-type: none"> o The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, i-Ready results, School Pace progress, unit assessments scores, etc. o The school will designate windows and provide resources to administer assessments and examine student assessment outcomes. o Throughout the school year, the school will facilitate collaborative learning sessions and professional development opportunities geared toward differentiation practices. o The school will utilize various funding sources to provide professional development sessions, substitutes, resources, and/or coverage for learning, planning, and assessment analysis purposes. o Teachers will provide timely, actionable feedback and guide students in tracking progress

from formative assessments including goal-setting and communicating individual achievement.

o 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)

#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.

State the measurable outcome the school plans to achieve The number of discipline referrals will decrease by 25% or more.

Person responsible for monitoring outcome Tiffany Rowley (tiffany.rowley@stlucieschools.org)

Evidence-based Strategy Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest will be implemented to teach students the 5 SEL competencies. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. These activities will be monitored through ongoing class observations using corresponding walk-through tools. An SEL committee will promote school-wide SEL through integrated activities.

Rationale for Evidence-based Strategy Our students are lacking many of these basic life skills needed for success in school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.

Action Step

Description o The school will work to broaden its understanding and implementation of social-emotional learning competencies through professional development, supportive resources, and restorative practices.
o The school's Social and Emotional Learning (SEL) committee 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)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our schoolwide improvement priorities will be addressed through Areas of Focus 1 and 2.

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 Schoolwide Improvement Plan 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 2019-2020 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		\$0.00
2	III.A.	Areas of Focus: School-wide understanding and implementation of social-emotional learning is inconsistent across grade levels and classrooms.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		\$0.00
Total:						\$0.00