

Martin County School District

Palm City Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 12 |
| Planning for Improvement | 17 |
| Positive Culture & Environment | 21 |
| Budget to Support Goals | 23 |

Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

martinschools.org/o/pces

Demographics

Principal: Lauren Rabener

Start Date for this Principal: 2/1/2017

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 22% |
| 2019-20 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 Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (67%) 2017-18: A (63%) 2016-17: A (69%) 2015-16: A (66%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| 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

This plan is pending approval by the Martin County School Board.

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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 12 |
| Planning for Improvement | 17 |
| Title I Requirements | 0 |
| Budget to Support Goals | 23 |

Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

martinschools.org/o/pces

School Demographics

| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | No | 22% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 17% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

School Board Approval

This plan is pending approval by the Martin County School Board.

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.

The mission of Palm City Elementary School shares that of the Martin County School District: Educate all students for success.

Provide the school's vision statement.

The vision of Palm City Elementary School shares that of the Martin County School District: A dynamic educational system of excellence.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Title | Job Duties and Responsibilities |
|----------------------|---------------------|---|
| Monte, Robyn | Principal | To provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community. |
| Rabener, Lauren | Assistant Principal | Assists the principal to provide effective leadership and guidance in the operations of the School. |
| Lindsey, Tara | Instructional Media | To ensure that students and staff are effective users of ideas and information by providing instruction to foster competence and by working with other educators to design learning strategies to meet the needs of individual students. |
| Harrington, Kerriann | Teacher, ESE | <p>To coach administrators, teachers and staff using the problem solving process to improve educational outcomes for students.</p> <p>To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.</p> |
| Poirier, Clea | Psychologist | To improve student achievement, behavioral/social skills and emotional well being through either direct contact with students or through consultations with other professionals. |
| Miles, Carolyn | School Counselor | To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential. To facilitate and engage in the problem solving process for student intervention. |
| Atkinson, Elizabeth | Teacher, K-12 | <p>SAC Chair</p> <p>To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.</p> |
| Moore, Amanda | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------|---|
| Milidantri, Judith | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| Schoemer, Christen | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| White, Kathryn | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| Nissinoff, Wyndi | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| Stewart, Sierra | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| Diapoules, Rita | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |
| Carbaugh, Lisa | Teacher, K-12 | To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation. |

Demographic Information

Principal start date

Wednesday 2/1/2017, Lauren Rabener

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

26

Demographic Data

| | |
|--|---|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 22% |
| 2019-20 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 Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (67%) 2017-18: A (63%) 2016-17: A (69%) 2015-16: A (66%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| 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 . | |

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 | 70 | 73 | 80 | 95 | 94 | 107 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 519 | |
| Attendance below 90 percent | 8 | 2 | 6 | 8 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |

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 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Monday 9/14/2020

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 | | |
| Number of students enrolled | 74 | 83 | 93 | 93 | 106 | 116 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 565 | |
| Attendance below 90 percent | 9 | 4 | 9 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | |

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 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | |
| Number of students enrolled | 74 | 83 | 93 | 93 | 106 | 116 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 565 |
| Attendance below 90 percent | 9 | 4 | 9 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 77% | 58% | 57% | 72% | 59% | 55% |
| ELA Learning Gains | 70% | 59% | 58% | 70% | 61% | 57% |
| ELA Lowest 25th Percentile | 54% | 56% | 53% | 52% | 54% | 52% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Math Achievement | 80% | 65% | 63% | 76% | 67% | 61% |
| Math Learning Gains | 71% | 65% | 62% | 78% | 67% | 61% |
| Math Lowest 25th Percentile | 52% | 53% | 51% | 59% | 55% | 51% |
| Science Achievement | 65% | 58% | 53% | 73% | 55% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|-----------|-----------------------------------|-----|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

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 | 2019 | 83% | 54% | 29% | 58% | 25% |
| | 2018 | 75% | 57% | 18% | 57% | 18% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 81% | 57% | 24% | 58% | 23% |
| | 2018 | 65% | 55% | 10% | 56% | 9% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | 6% | | | | |
| 05 | 2019 | 68% | 55% | 13% | 56% | 12% |
| | 2018 | 74% | 58% | 16% | 55% | 19% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 85% | 58% | 27% | 62% | 23% |
| | 2018 | 82% | 63% | 19% | 62% | 20% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 80% | 67% | 13% | 64% | 16% |
| | 2018 | 77% | 64% | 13% | 62% | 15% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -2% | | | | |
| 05 | 2019 | 74% | 64% | 10% | 60% | 14% |
| | 2018 | 73% | 64% | 9% | 61% | 12% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | -3% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 64% | 53% | 11% | 53% | 11% |
| | 2018 | 67% | 54% | 13% | 55% | 12% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | | | | | |

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 | 79 | 74 | 50 | 73 | 74 | 75 | 58 | | | | |
| ELL | | | | | | | | | | | |
| HSP | 68 | 69 | 70 | 84 | 73 | | 54 | | | | |
| MUL | 67 | | | 83 | | | | | | | |
| WHT | 80 | 70 | 53 | 80 | 69 | 49 | 69 | | | | |
| FRL | 58 | 61 | 50 | 64 | 70 | 52 | 40 | | | | |
| 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 | 60 | 60 | | 64 | 58 | 31 | 36 | | | | |
| ELL | 33 | | | 58 | | | | | | | |
| ASN | 80 | | | 80 | | | | | | | |
| BLK | 38 | | | 46 | | | | | | | |
| HSP | 68 | 63 | 47 | 82 | 63 | 30 | 76 | | | | |
| MUL | 83 | | | 92 | | | | | | | |
| WHT | 73 | 64 | 59 | 78 | 64 | 41 | 66 | | | | |
| FRL | 45 | 54 | 56 | 60 | 53 | 23 | 56 | | | | |
| 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 | 59 | 59 | | 59 | 70 | 55 | | | | | |
| ASN | 90 | | | 90 | | | | | | | |
| HSP | 56 | 71 | | 68 | 69 | 46 | 59 | | | | |
| MUL | 82 | | | 82 | | | | | | | |
| WHT | 74 | 69 | 51 | 78 | 79 | 63 | 74 | | | | |
| FRL | 51 | 52 | 40 | 52 | 67 | 46 | 50 | | | | |

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 | 73 |
| Total Points Earned for the Federal Index | 542 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 69 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 73 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| 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% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|--|-----|
| Federal Index - Hispanic Students | 70 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 75 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| 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% | 0 |
| White Students | |
| Federal Index - White Students | 67 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 56 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

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.

Learning Gains of the students who make up the Lowest Quartile in both math and ELA show the lowest performance. Palm City Elementary has struggled in this area, however, in math made a 13 percentage point increase from 39% of the lowest quartile making gains in 2017-2018 to 52% during the 2018-2019, school year. Through data analysis, problem-solving, and the MTSS process the school will continue to work to increase the number of students in the lowest quartile in both math and ELA making learning gains.

Learning Gains of the students in the Lowest Quartile in ELA decreased by 4 percentage points.

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

The greatest decline was in ELA Lowest 25th Percentile in the 2018-2019, school year which showed a decrease of 4 percentage points. Contributing factors could be but are not limited to; inconsistent ELA curriculum for the 4th and 5th graders in this group, lack of professional development prior to 2017, when these students were in 2nd and 3rd grade, and for some, inconsistencies at home. The fourth grade students who make up this component were all being worked with in some capacity; be it tiered interventions, ESE services and interventions, or Social Emotional/Behavioral interventions or counseling. The fifth grade students who make up this component with the exception of approximately three students all had major office discipline referrals at least once and many minor referrals throughout the year.

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.

Palm City Elementary exceeds the state's average in all areas. The area the school exceeded the state showing the largest positive gap was ELA Achievement with a 20 percentage point difference where the school average was 77% and the state, 57%, followed by Math Achievement with a 17 percentage point difference where the school average was 80% and the state's was 63%. Consistent curriculum, coaching, modeling, and implementation are key factors to this success. Teachers work collaboratively with their teams to plan using curriculum provided and in ELA, work closely with the instructional coach to plan and implement lessons.

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

Math Lowest 25th Percentile showed the largest gains with a 13 percentage point difference. While this is still an area that the school needs to work on, moving from 39% to 52% shows promise. The school utilized the Collaborative Learning Teams to analyze data and differentiate instruction. If needed, the school used the MTSS process to design tiered interventions. While this may seem like a typical action to take, in past years it was difficult to implement due to the amount of students demonstrating a need for reading interventions. The impact of a stronger core resulted in having fewer students in need of intensive or supplemental reading instruction at the higher grade levels allowed for teachers to spend more time with the students in this component and put interventions in place if needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In years past, Palm City has had high attendance rates, however, with COVID-19, concerns around attendance are arising. Attendance has a significant impact on learning and the number of students in each grade level with less than 80% attendance rates this early in the school year is alarming.

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

1. Maintaining high attendance rates.
2. Increase learning gains of the lowest quartile in ELA
3. Continue to increase learning gains of the lowest quartile in Math
4. Increase learning gains in ELA and Math
5. Increase proficiency in ELA, Math, and Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Since 2016, fifth grade science scores have been dropping at Palm City Elementary. Each year the team develops a plan to support the learning of science and last year, science was a large instructional focus. Green School was interwoven into school-wide spirit assemblies, a science lab was created for teacher use during hands-on experiments, and the science lab teacher heavily supported 5th grade teachers with instructional strategies. The outlook was promising, however, the results were unable to be fully measured due to COVID-19. Progress monitoring tests done earlier in the year in grades 3-5, showed positive outcomes, with Palm City Elementary scoring well above any other school in the district across all grade levels. This year the school will continue with this initiative, weaving science into reading, writing, math, and school-wide spirit days again with the support of several teacher leaders.

Measurable Outcome:

Grades 3-5 Progress Monitoring Tests will be completed after each unit. The data will be analyzed during CLTs with the support of the Science Lab Teacher.
Grade 5 FSSA will be given at the end of the year. The school expects to see significant increases in proficiency.

Person responsible for monitoring outcome:

Elizabeth Atkinson (atkinse@martinschools.org)

Evidence-based Strategy:

The science lab teacher will be making STEM Lab/Open Science Lab for teachers in grades K-5 to conduct hands-on experiments for science lessons in collaboration with grade level teachers. The science lab teacher will also meet with K-5 teachers during CLT to plan standard-based lessons that not only provide opportunities to investigate, problem-solve, analyze and more, but furthermore integrate science into literacy and math instruction regularly.

Rationale for Evidence-based Strategy:

According to the National Science Teaching Association, teachers need time to plan for and facilitate hands-on science experiences for children. When students are provided the opportunity to engage in scientific lessons with high quality instruction, they develop conceptual understandings of science and engineering. Students need time and space to investigate, problem-solve, interpret, create, analyze and explain in order to develop a deeper understanding of the concepts they are expected to learn in elementary school. The FLDOE references Science IDEAS as a resource to effective instructional models which will accelerate student achievement. According to this research, reading and writing should be taught around science concepts. While the school has not fully adopted this model, we look to it to design some of our reading and writing units across the year.

Action Steps to Implement

Meet with grade levels in CLT do identify standards for the first and second quarter in science and how they can be supported through ELA and Math. Develop common hands-on labs that will be completed by each teacher in each grade level.

Person Responsible

Elizabeth Atkinson (atkinse@martinschools.org)

Purchase supplies needed for all students to have multiple hands-on lab experiences across the school year.

Person Responsible

Elizabeth Atkinson (atkinse@martinschools.org)

Grades 3-5 will be progress monitored by district progress monitoring tests (PMT). CLTs will meet to analyze data and inform instruction after each PMT with administration and the science lab teacher.

For grades K-2, teachers will use grade-level summative assessments and teacher observation. This process will be repeated throughout the year.

Person
Responsible Lauren Rabener (rabene1@martinschools.org)

#2. Instructional Practice specifically relating to Differentiation

| | |
|---|--|
| Area of Focus Description and Rationale: | Palm City Elementary school has identified its weakest area to be in the learning gains of the lowest quartile in both math and reading. Differentiation was a focus area two years ago when the school made significant increases in the achievement levels of students. We continue to keep our focus on differentiating in ELA and Math so that our on and above level learners can make learning gains, but also so that our lowest quartile students can make significant learning gains and eventually, close the gap. |
| Measurable Outcome: | Increase learning gains of the lowest quartile in ELA from 54% to 60%. Increase learning gains of the lowest quartile in Math from 52% to 60% |
| Person responsible for monitoring outcome: | Lauren Rabener (rabanel@martinschools.org) |
| Evidence-based Strategy: | <p>Palm City Elementary School will continue to build capacity through strategic professional development in ELA and Math instruction delivered by teachers, administration, and coaches.</p> <p>In ELA, our universal screener, the iReady Diagnostic, regularly indicates that phonics (K-2) and vocabulary (3-5) are areas that needs strengthening. The professional development provided will focus on the implementation Wilson Foundations in grade K-3, and a combination of Words Their Way and iReady lessons in grades 4-5. Professional development that reinforces past learning about differentiation through guided reading and strategy lessons will also continue for K-5, as well as writing professional development for grades 3-5.</p> <p>In math, professional development around math workshop, Number Talks, and small group will continue with the support teacher leaders and a math coach from the district. The lowest quartiles in each grade level will be identified and CLTs will be used to problem-solve so the gap can close.</p> |
| Rationale for Evidence-based Strategy: | State assessment data indicates that the school is making progress each year. At PCE, we attribute that growth to collective teacher efficacy, which according to John Hattie has a 1.57 effect size. No one person can do the heavy lifting, but if we all contribute and share our strengths, we can move mountains. Our teachers continue to prove this through their work in CLTs and the professional development they collaborate on to provide each other. Administration in collaboration with the PTA has provided our teachers with resources such as professional development from experts and professional books to read and in turn, they share their learning. |

Action Steps to Implement

Completion of the iReady Diagnostic and other assessments such as, running records, writing on-demand samples, spelling inventories/phonics unit tests, math formative and summatives must be complete to fully analyze the student population at the beginning of the year. Once complete, grade level teams will meet in CLTs to problem-solve.

Person Responsible Lauren Rabener (rabanel@martinschools.org)

Create groups that specifically support the lowest quartiles in each grade level. In grade 5, the science lab teacher will support students falling into the lowest quartiles in math and ELA. Grade level teams will work through the problem-solving process to identify areas of weakness based on student data and standards, develop a plan of action, and then re-evaluate in 6-10 weeks through CLTs. Administration and teacher leaders will work with teams. This process will be repeated throughout the year to monitor the outcomes of professional development and instructional practices.

Person Responsible Lauren Rabener (rabene1@martinschools.org)

Professional development will be provided by teacher leaders, administration, and district coaches in the following areas:

Math Workshop & Small Group Instruction (Denis Harrison- district coach)

Number Talks (Elizabeth Atkinson)

Writing Workshop (3-5) (Robyn Monte, Amanda Moore, Lisa Milidantri)

Vocabulary and Morphology (Lauren Rabener)

Guided Reading & Strategy Lessons (Lauren Rabener, Rita Diapoules, Sierra Stewart)

Using Formative Assessment to Track Student Progress (TBD)

Person Responsible Robyn Monte (monter@martinschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance is always a priority at Palm City Elementary school and even more so this year due to COVID-19. Attendance of students attending in-person learning has high rates, however, we are struggling with remote learners having regular attendance throughout the day, which will negatively impact learning. The school plans to make regular contact with remote learning families and reinforce that students need to be in school all day. Additional attendance codes have been created for students logging off early. The districts attendance plan will be followed to ensure parents are aware of the negative impacts of poor attendance, even during a pandemic. The school PBIS/PAWS team will be hosting Spirit Days to celebrate attendance and our PAWS Commitments. Spirit Days are typically highly engaging and an opportunity to address social emotional learning and provide motivation to students to come to school and set goals. The school counselor plays a critical role in delivering this message and the team works to provide school-wide incentives regularly, which tend to have a positive impact on attendance. Spirit Days are also connected to another highly engaging initiative, Green School. Palm City Elementary became a Green School of Excellence last year and this year, the school plans to continue weaving Green School initiatives, specifically energy and water conservation through Spirit Days.

Finally, the school counselor purchased brag tags which all students receive when they are chosen to be the Totally PAWSome Wildcat. The rest of the tags are given to teachers to award to students who have met a personal goal or been exemplar students upholding the pillars of character from Character Counts!. These can be mailed home to our remote students, as well and used as a motivator to attend school regularly.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parental involvement is high at PCE. The relationships go far beyond current parents and truly include all stakeholders, past and present. The community is incredibly supportive of the school and has been for the past 63 years. Business partners and volunteers work collaboratively with the PTA, be it financially or human resource based to support needs. Communication is the vehicle for building positive relationships with stakeholders to fulfill the school's mission to 'Educate ALL Students for Success.' "The Wildcat Chat Newsletter" is emailed weekly to parents, PCE's School App is available, along with Blackboard Connect calls. Classroom teachers communicate with parents regularly through various modalities. Palm City Elementary started a Facebook Page last year and continues to use the page to communicate with parents, but more so, to show the community what happens at the school. The benefit to social media outlets is the ability to share what the school does on a daily basis that stakeholders may not know about. Spirit Days are an example of something that stakeholders are aware of, but unsure of what the students do. Facebook has helped to breakdown that barrier last year and this year we expect the social media page to have a greater impact. COVID-19 has significantly impacted our ability to connect through the events and volunteer opportunities at the school, in-person. Social media has helped keep our stakeholders connected with the amazing learning that is happening inside our school.

The positive long-lasting relationships that the school has cultivated overtime have to do with the lasting memories made here. Grandparents bring their children to the school for events, reminiscing over bringing their own children here, and in some cases, attending the school personally. The events which previously made up some of those memories are the work of community. This year, due to COVID-19, the school cannot participate face-to-face in many of these events. The PBIS/PAWS team will be conducting virtual Spirit Days and the SIP Teams will work to create experiences for students and families to come together this year following all CDC and district guidelines.

The School Advisory Council (SAC) is widely attended as indicated by the "5 Star Award" which was awarded in year's past. This year, SAC meetings will be held virtually. The SAC committee will be an important partner in figuring out how the school can continue to foster positive relationships with families and stakeholders in our current situation where no volunteers or visitors are allowed on campus. The community has always come through with innovative ways to bolster community involvement and we have great faith that this year will be no different.

While our community is incredibly supportive, we also recognize that many have been significantly impacted by COVID-19. This year PCE purchased student materials. Teachers are practicing Restorative Circles and using curriculum such as Sanford Harmony and Conscious Discipline to meet the growing social-emotional needs of our students. We will continue to work with Tykes and Teens counselors, the school social service worker, as well.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

| | | | | | | |
|---------------|---------------|--|---|--------------------------|-----|--------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Science | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 510-Supplies | 0061 - Palm City Elementary School | General Fund | | \$500.00 |
| | | | <i>Notes: The science lab teacher has a science lab budget of \$500 for materials.</i> | | | |
| | 5100 | 510-Supplies | 0061 - Palm City Elementary School | School Improvement Funds | | \$1,000.00 |
| | | | <i>Notes: Supplies for more hands-on lab experiments will be needed for students in K-5. Due to COVID-19, students may not share materials.</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Differentiation | | | | \$13,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 500-Materials and Supplies | 0061 - Palm City Elementary School | School Improvement Funds | | \$3,000.00 |
| | | | <i>Notes: Math resources including professional reading and manipulatives for students. Supplemental resources for students in the lowest quartile.</i> | | | |
| | 5100 | 500-Materials and Supplies | 0061 - Palm City Elementary School | School Improvement Funds | | \$10,000.00 |
| | | | <i>Notes: Classroom libraries and small group text sets, teacher professional learning, supplemental resources for students in the lowest quartile.</i> | | | |
| Total: | | | | | | \$14,500.00 |