

Florida Atlantic University - College of Education

FAU/SIcsd Palm Pointe Educational Research



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	22
Positive Culture & Environment	28
Budget to Support Goals	29

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: 6/30/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 FAU Lab Sch 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	11
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	29

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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

Name	Position Title	Job Duties and Responsibilities
Perez, Kathleen	Principal	Principal
Keelor, John	Assistant Principal	Assistant Principal
Newsome, Annette	Assistant Principal	Assistant Principal
Markowitz, Dana	Assistant Principal	Assistant Principal
Bois, Claudy	Dean	Dean of Discipline
Carvelli, Karol	Other	
Hartsfield, Jacqueline	Other	
Eshleman, Suzan	Other	
Rowley, Tiffany	School Counselor	Guidance Department Lead; Gr. 7-8 School Counselor
Mosco, Kristen	School Counselor	Gr. K-2 School Counselor
Sparks, Rachel	School Counselor	Gr. 5-6 School Counselor
Perry, Alison	Reading Coach	Gr. 3-5 Coach
Innamorato, Carmela	Reading Coach	Gr. K-2 Coach
Farrow, Carey	Instructional Technology	Middle School Math and Science Coach
Masters, Kimberly	Instructional Coach	Middle School ELA and Social Studies Coach

Demographic Information

Principal start date

Thursday 6/30/2016, Kathleen Perez

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.*

9

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.*

13

Total number of teacher positions allocated to the school

99

Total number of students enrolled at the school

1,418

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

17

Demographic Data**Early Warning Systems****2021-22****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	149	150	151	150	160	156	171	171	162	0	0	0	0	1420
Attendance below 90 percent	12	20	15	10	11	17	18	19	14	0	0	0	0	136
One or more suspensions	0	1	2	1	0	4	4	3	6	0	0	0	0	21
Course failure in ELA	0	0	0	1	0	1	0	1	3	0	0	0	0	6
Course failure in Math	0	0	0	1	2	6	0	3	7	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	9	13	14	22	17	0	0	0	0	89
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	15	33	11	20	19	0	0	0	0	117
Number of students with a substantial reading deficiency	1	3	8	15	9	6	5	10	5	0	0	0	0	62

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	2	15	10	19	9	13	19	0	0	0	0	88

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

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	149	151	150	149	159	162	171	173	165	0	0	0	0	1429
Attendance below 90 percent	3	5	15	8	4	9	9	18	15	0	0	0	0	86
One or more suspensions	0	2	2	1	1	2	11	4	17	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	10	15	27	10	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	20	22	37	9	0	0	0	0	90

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	1	0	2	9	15	26	10	0	0	0	0	63

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	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	149	151	150	149	159	162	171	173	165	0	0	0	0	1429
Attendance below 90 percent	3	5	15	8	4	9	9	18	15	0	0	0	0	86
One or more suspensions	0	2	2	1	1	2	11	4	17	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	10	15	27	10	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	20	22	37	9	0	0	0	0	90

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	1	0	2	9	15	26	10	0	0	0	0	63	

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	0	0	0	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	83%	61%	70%	80%	60%
ELA Learning Gains				67%	74%	59%	68%	75%	57%
ELA Lowest 25th Percentile				56%	66%	54%	57%	66%	52%
Math Achievement				75%	84%	62%	78%	84%	61%
Math Learning Gains				64%	70%	59%	74%	74%	58%
Math Lowest 25th Percentile				47%	62%	52%	63%	67%	52%
Science Achievement				64%	76%	56%	66%	79%	57%
Social Studies Achievement				88%	94%	78%	86%	91%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	71%	77%	-6%	58%	13%
Cohort Comparison						
04	2021					
	2019	75%	79%	-4%	58%	17%
Cohort Comparison		-71%				
05	2021					
	2019	65%	71%	-6%	56%	9%
Cohort Comparison		-75%				
06	2021					
	2019	67%	74%	-7%	54%	13%
Cohort Comparison		-65%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	72%	76%	-4%	52%	20%
Cohort Comparison		-67%				
08	2021					
	2019	82%	84%	-2%	56%	26%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	79%	-6%	62%	11%
Cohort Comparison						
04	2021					
	2019	70%	74%	-4%	64%	6%
Cohort Comparison		-73%				
05	2021					
	2019	56%	67%	-11%	60%	-4%
Cohort Comparison		-70%				
06	2021					
	2019	88%	90%	-2%	55%	33%
Cohort Comparison		-56%				
07	2021					
	2019	77%	79%	-2%	54%	23%
Cohort Comparison		-88%				
08	2021					
	2019	24%	66%	-42%	46%	-22%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	64%	-8%	53%	3%
Cohort Comparison						
08	2021					
	2019	72%	73%	-1%	48%	24%
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	91%	-3%	71%	17%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	94%	1%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA and Math iReady Diagnostic data was used for Gr. K-8 progress monitoring. St. Lucie Public School District-created unit assessment data was used for Science and Civics progress monitoring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	26%	56%
	Economically Disadvantaged	26%	21%	44%
	Students With Disabilities	30%	17%	18%
	English Language Learners	27%	33%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	27%	47%
	Economically Disadvantaged	20%	22%	39%
	Students With Disabilities	0%	50%	33%
	English Language Learners	20%	20%	60%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91%	96%	99%
	Economically Disadvantaged	89%	96%	99%
	Students With Disabilities	75%	92%	91%
	English Language Learners	73%	93%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65%	93%	99%
	Economically Disadvantaged	64%	94%	99%
	Students With Disabilities	46%	92%	100%
	English Language Learners	47%	87%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86%	87%	93%
	Economically Disadvantaged	88%	85%	92%
	Students With Disabilities	42%	63%	58%
	English Language Learners	50%	50%	83%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85%	94%	95%
	Economically Disadvantaged	88%	93%	94%
	Students With Disabilities	68%	79%	79%
	English Language Learners	50%	67%	83%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89%	93%	94%
	Economically Disadvantaged	84%	90%	92%
	Students With Disabilities	36%	60%	60%
	English Language Learners	73%	86%	86%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	93%	96%	95%
	Economically Disadvantaged	88%	95%	95%
	Students With Disabilities	79%	80%	80%
	English Language Learners	100%	100%	100%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74%	83%	74%
	Economically Disadvantaged	66%	68%	70%
	Students With Disabilities	35%	55%	48%
	English Language Learners	60%	17%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85%	85%	74%
	Economically Disadvantaged	81%	81%	70%
	Students With Disabilities	50%	60%	48%
	English Language Learners	50%	40%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	75%	70%	75%
	Economically Disadvantaged	72%	66%	71%
	Students With Disabilities	38%	28%	39%
	English Language Learners	20%	17%	50%
	Number/% Proficiency	Fall	Winter	Spring
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70%	70%	77%
	Economically Disadvantaged	63%	62%	69%
	Students With Disabilities	15%	25%	21%
	English Language Learners	50%	33%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76%	82%	87%
	Economically Disadvantaged	70%	75%	84%
	Students With Disabilities	35%	32%	41%
	English Language Learners	60%	67%	80%
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	48%	60%
	Economically Disadvantaged	49%	42%	55%
	Students With Disabilities	28%	21%	19%
	English Language Learners	0%	0%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	66%	70%
	Economically Disadvantaged	66%	64%	71%
	Students With Disabilities	31%	28%	37%
	English Language Learners	50%	60%	50%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	42%	40%
	Economically Disadvantaged	51%	36%	35%
	Students With Disabilities	24%	24%	18%
	English Language Learners	40%	0%	0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	70%	75%
	Economically Disadvantaged	61%	68%	72%
	Students With Disabilities	11%	26%	17%
	English Language Learners	50%	0%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	32%	27%
	Economically Disadvantaged	9%	25%	42%
	Students With Disabilities	0%	17%	11%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	73%	81%	75%
	Economically Disadvantaged	69%	78%	72%
	Students With Disabilities	33%	40%	27%
	English Language Learners	40%	0%	0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	44	40	36	52	52	32	53			
ELL	53	50	38	60	66	53	33				
ASN	68	71		76	64						
BLK	66	61	45	63	64	64	58	80	86		
HSP	71	63	48	70	67	57	68	88	84		
MUL	83	68		78	79		72		90		
WHT	71	67	59	78	68	61	73	81	78		
FRL	67	61	43	67	62	54	62	80	79		
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					

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	71
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	84
Total Points Earned for the Federal Index	709
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	55
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	70
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	65
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	69
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	78
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	71
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to progress monitoring data and 2021 state assessment results, 4th and 6th grades performed well in both ELA and Math, while 5th grade proficiency and learning gains were lowest among the assessed grade levels. Students with disabilities continued to perform below their grade level peers. Declines in Civics, as well as ELA and Math proficiency, were slight; Science results demonstrated improvement, as did scores related to Math learning gains and bottom quartile learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Analyzing the progress monitoring data and 2021 state assessment results, while also taking into account 2019 student performance, the following areas demonstrate a need for improvement: ELA learning gains; ELA learning gains among the bottom quartile; Math learning gains among the bottom quartile; ELA performance in 7th grade; and subject area results in 5th grade.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A need for improvement could be attributed to students transitioning from in-person learning on campus to virtual learning settings throughout the school year, fewer opportunities for students to practice skills related to standards/targets, and less use of cooperative structures and small group instructional groupings, due to health/safety concerns.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Referencing progress monitoring data and 2021 state assessment results, improvement was demonstrated in Math learning gains, Math learning gains among the bottom quartile, and in Science overall.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A focus on developing authentic, personal connections with students (particularly those who were struggling academically) and utilizing new instructional technology may have contributed to such improvements. A continued focus on integrating social-emotional learning (SEL) in classrooms - both traditional and virtual settings - may have helped as well.

What strategies will need to be implemented in order to accelerate learning?

Data analysis of progress monitoring/formative assessment result, planning for differentiation, implementing small group instruction, and providing timely, actionable feedback to students will bridge learning gaps and propel students academically.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be provided to teachers during the pre-school week and throughout the year, including those focused on data analysis, the B.E.S.T. standards, newly adopted ELA curriculum resources, differentiation practices, formative assessments, and feedback strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to Tier II and III intervention support to identified students, tutoring opportunities will be offered to those in need of further academic support. Social-emotional learning structures and programs will be implemented with fidelity in all homeroom classes and mental health services will be available to students in need of such help.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	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/B.E.S.T. Standards and utilizing newly adopted, high-quality curriculum materials.
Measurable Outcome:	Student achievement in ELA, Math, Science, and Civics, as measured by the FSA and SSA, will increase by at least four percentage points in each category.
Monitoring:	The administrative team will monitor student assessment results, participate in collaborative learning/planning sessions with teams, regularly visit classrooms, and provide feedback to teachers about observed instructional strategies, cycling back to ensure that feedback has been put into practice.
Person responsible for monitoring outcome:	Kathleen Perez (kathleen.perez@stlucieschools.org)
Evidence-based Strategy:	The administrative team will work with instructional/literacy coaches to plan, design, and facilitate engaging, relevant professional development sessions that address teacher needs. Administrators and coaches will also participate in collaborative learning/planning sessions with teams, regularly visit classrooms, and provide feedback to teachers about observed instructional strategies, cycling back to ensure that feedback has been put into practice.
Rationale for Evidence-based Strategy:	Examining grade-specific ELA and Math Florida Standards Assessment scores, as well as teacher and parent feedback, it is evident that teachers need continued development in designing instruction based on data which targets specific student needs and maximizes instructional time. Additionally, with gradual implementation of the B.E.S.T. Standards and newly adopted ELA curriculum materials, teachers need support in planning standards-based instruction utilizing these high-quality resources. 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 select appropriate resources, implement differentiated instructional practices, and organize small group instruction. Teachers will also be able to guide students in setting goals and tracking progress related to the standards, improving academic accountability over time.

Action Steps to Implement

The school will designate data collection windows and provide resources to administer assessments and examine student assessment outcomes. The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, i-Ready results, Leveled Literacy Intervention progress, unit assessments scores, etc.

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

Throughout the school year, the school will facilitate collaborative learning sessions and professional development opportunities geared toward differentiation, standards-based instruction, curriculum resources, and other best practices. The school will utilize various funding sources to provide professional development sessions, resources, and/or coverage for learning, planning, and assessment analysis purposes. 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)

Teachers will provide timely, actionable feedback and guide students in tracking progress from formative assessments including goal-setting and communicating individual achievement.

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Many students are facing academic challenges related to the pandemic, especially those entering kindergarten, transitioning to third grade, and returning to the traditional learning model from the virtual setting; students need additional instructional supports to bridge learning gaps.
Measurable Outcome:	Student learning gains in ELA and Math, including those in the lowest 25th percentile, will increase by at least four percentage points.
Monitoring:	The administrative team will monitor teacher and interventionist instruction, provide feedback, and ensure that feedback was put into action.
Person responsible for monitoring outcome:	Kathleen Perez (kathleen.perez@stlucieschools.org)
Evidence-based Strategy:	Differentiated support will be provided to meet students' individualized academic needs through small group classroom instruction, intervention groups, and/or tutoring opportunities.
Rationale for Evidence-based Strategy:	Lagging data indicate that many students are struggling academically and not making adequate progress or learning gains, particularly in ELA and those previously identified as having substantial reading deficiencies. New kindergarteners, many of whom may not have participated in an in-person pre-kindergarten program last year, need additional support to acclimate to classroom environments and the rigors of standards-based instruction. If students are provided differentiated instructional support that addresses their individualized needs, then they will be able to demonstrate increased proficiency in the academic subjects.

Action Steps to Implement

Quarantine-support teachers will be available to provide after-school tutoring assistance to identified students working virtually from home. Before-school tutoring will be offered to identified students in need of extra support.

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

A renewed focus on parent-teacher partnerships will be established, with the expectation that teachers communicate with all homeroom students' families within the first month of school, maintain regular contact with parents throughout the school year, and communicate details related to student academic progress. Family involvement events will focus on strategies parents can use to support their children at home.

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

New positions were created at the school, including two general education paraprofessionals and one full-time interventionist. These staff members, along with the school's three additional part-time interventionists, will focus on providing targeted academic support to students. Tier 2 and Tier 3 intervention support will be provided with fidelity to identified students and progress monitoring data will be regularly analyzed to determine whether students are responding to the intervention. Students will receive Tier 1 remediation or enrichment instruction during MTSS (Gr. K-5) and Research (Gr. 6-8) schedule blocks.

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

The school will support teachers in the collaborative planning process, ensuring that instructional units and daily lessons embed formative assessment strategies, differentiation practices, engage students, and are aligned to the depth of the targeted standard(s).

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

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Students are experiencing challenges related to the pandemic; students need additional social-emotional supports to navigate and overcome current obstacles.

Measurable Outcome: The student emotional regulation competency will increase by 5 percentage points, as measured by the spring 2022 student climate survey.

Monitoring: The administrative team will work with the guidance department and teams of teachers to check in about student support needs and follow-up.

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

Evidence-based Strategy: Evidence-based social emotional learning programs will be implemented in classrooms with fidelity and individualized support will be provided to identified students.

Rationale for Evidence-based Strategy: If students have more individualized support, as well as purposeful social-emotional learning (SEL) experiences and instruction, then they will be able to effectively manage and apply the knowledge, attitudes, and skills necessary to cope with challenges, understand their emotions, feel and show empathy, and maintain positive relationships. This will also result in classroom environments more conducive to tolerance, multiple viewpoints, and a focus on learning.

Action Steps to Implement

Additional staff members were added to the guidance department, reducing the counselor-to-student ratio on campus. Four school counselors and one full-time, school-based mental health counselor will be available to address students' needs more readily during the 21-22 school year. Quarantine-support teachers will be available to provide tutoring assistance to identified students working virtually from home. As part of their role, these teachers will also establish lines of communication with identified students' families and direct them to pertinent community resources.

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

The school will continue to deepen its understanding and implementation of SEL competencies through professional development, restorative practices, relevant supportive resources, and SEL structures/programs, including daily morning meet-ups/community circles, the Sanford Harmony curriculum (Gr. K-5) and the Lion's Quest curriculum (Gr. 6-8). Incentives will be available to students to support schoolwide and grade level plans and events. The school's Social and Emotional Learning (SEL) committee will continue to provide teachers with training, support, and resources to build teachers' knowledge of the five social-emotional learning competencies and their ability to implement activities across learning settings, such as daily community circles, along with specific targeted social-emotional learning experiences. The committee will comprise of the school counselors, school-based mental health counselor, grade band teacher representatives, and an administrator.

Person Responsible Tiffany Rowley (tiffany.rowley@stlucieschools.org)

A renewed focus on parent-teacher partnerships will be established, with the expectation that teachers communicate with all homeroom students' families within the first month of school and maintain regular contact with parents throughout the school year.

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

Student climate surveys will be deployed twice each year. The SEL committee will analyze the results, formulate an action plan to share with the staff, and monitor the plan's implementation. Staff climate surveys will be deployed twice each year. The administrative team will analyze the results, formulate an action plan to share with the staff, and monitor the plan's implementation.

Person Responsible Annette Newsome (annette.newsom@stlucieschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Unfortunately, Palm Pointe's data (part of FAU Lab Schools) is not included on the SafeSchoolsforAlex.org site. After analyzing our school discipline data, however, the primary focus area will be on supporting teachers in managing classroom behaviors, to help prevent situations from escalating and reaching referral level. Work on such related strategies during the 20-21 school year decreased the number of Level 1 offenses, compared to the prior year. Social emotional learning (SEL) curriculum programs and community circle structures also support this goal. A secondary area of focus is monitoring referral rates to ensure equity for all students. Members of the leadership team analyze discipline data monthly to identify any subgroup represented disproportionately. Last year, discipline was equitable across all groups and proportionate to the school population; a similar goal is set for 21-22.

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.

Palm Pointe is committed to providing a positive and welcoming environment for students, staff, parents, and school stakeholders. The school infuses principles of growth mindset in teaching and learning for both staff and students as part of its core culture. Students and staff are further provided opportunities for Social Emotional Learning (SEL) within the daily schedule and as part of the adopted curriculum. Palm Pointe also utilizes PBIS for developing and maintaining a culture committed to positive personal growth and restorative

justice. The effectiveness of these measures is monitored through the administration of periodic climate and culture surveys for staff, as well as SEL-specific surveys completed by students. Both SEL and PBIS implementation is also overseen by school-based committees comprised of faculty members.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents and school stakeholders, including community members and those affiliated with SLPS and FAU, are invited to actively participate in Palm Pointe's School Advisory Committee (SAC), where they can provide feedback and help guide decision-making at the school. Families and community stakeholders are also given opportunities to provide feedback on the school's culture through completion of exit surveys at school events (including events hosted virtually) and an annual parent satisfaction survey. Under the guidance of SAC and the school's faculty council, the school develops a Parent and Family Engagement Plan each year to address school-home communication and family involvement. Teachers and instructional staff plan and facilitate engaging, structured events to provide families with information about what students are learning at school and strategies to support learning at home. Due to on-campus visitor limitations, such events were facilitated virtually. The school also uses consistent communication methods to keep families informed, including weekly grade level newsletters, social media, School Messenger phone calls/emails, a monthly school parent newsletter, and the school's website.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$1,351.37
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		\$1,351.37
			<i>Notes: In support of Area of Focus 1, the school will utilize various funding sources to provide professional development sessions, resources, and/or coverage for learning, planning, and assessment analysis purposes.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$1,351.37
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		\$1,351.37
			<i>Notes: In support of Area of Focus 2, incentives will be available to students to support schoolwide and grade level plans and events.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,351.38
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		\$1,351.38
			<i>Notes: In support of Area of Focus 3, incentives will be available to students to support schoolwide and grade level plans and events.</i>			
Total:						\$4,054.12