

Martin County School District

Palm City Elementary School



2021-22 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	20
Positive Culture & Environment	27
Budget to Support Goals	28

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (63%) 2016-17: A (69%)
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	
* 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	20
Title I Requirements	0
Budget to Support Goals	28

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

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

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SIP Authority

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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.

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	Position Title	Job Duties and Responsibilities
Monte, Robyn	Principal	To provide leadership which empowers all stakeholders to live the vision of Palm City Elementary in an effort to achieve the mission of Educate ALL students for SUCCESS.
Rabener, Lauren	Assistant Principal	Work collaboratively with the principal to provide leadership which empowers all stakeholders to live the vision of Palm City Elementary in an effort to achieve the mission of Educate ALL students for SUCCESS.
Atkinson, Elizabeth	Teacher, K-12	SAC Chair, Green School Chair, Science Lab Teacher, MTSS & Intervention Support, CLT Guiding Coalition Provide standards and data-based instruction in science for grades 3-5, which is engaging, hands-on, and deepens each students' understanding of their role in the world. Through data analysis during Collaborative Learning Teams, provide support to students and grade levels with MTSS and interventions. Work collaborative with the school counselor and PBIS team to intertwine Green School initiatives into schoolwide Spirit Assemblies.
Miles, Carolyn	Other	To provide students with educational, emotional, 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.
Harrington, Kerriann	Teacher, ESE	Support Facilitator: To educate all students to meet their fullest potential and work collaboratively with all stakeholders to ensure students continue to learn and grow each year. Intervention/Problem-Solving Coach: To coach administrators, teachers, and staff using the problem solving process to improve educational outcomes for students.
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.
Lindsey, Tara		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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
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.
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.
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.
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.

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.*

4

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.*

14

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

528

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

2

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

3

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	65	84	85	90	101	100	0	0	0	0	0	0	0	525
Attendance below 90 percent	9	8	10	7	8	9	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	6	15	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	4	6	9	6	8	15	0	0	0	0	0	0	0	48

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	0	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	0	3
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

Friday 10/1/2021

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	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

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	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

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				77%	58%	57%	72%	59%	56%
ELA Learning Gains				70%	59%	58%	64%	57%	55%
ELA Lowest 25th Percentile				54%	56%	53%	58%	49%	48%
Math Achievement				80%	65%	63%	78%	66%	62%
Math Learning Gains				71%	65%	62%	64%	59%	59%
Math Lowest 25th Percentile				52%	53%	51%	39%	43%	47%
Science Achievement				65%	58%	53%	67%	59%	55%

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	83%	54%	29%	58%	25%
Cohort Comparison						
04	2021					
	2019	81%	57%	24%	58%	23%
Cohort Comparison		-83%				
05	2021					
	2019	68%	55%	13%	56%	12%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	58%	27%	62%	23%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	64%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-85%				
05	2021					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Reading and math data was compiled through iReady Diagnostics. Science for grade 5 was from district progress monitoring tests.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.76	62.11	77.27
	Economically Disadvantaged	25.89	44.34	56.31
	Students With Disabilities	47.32	64.81	76.19
	English Language Learners	31.58	36.84	47.37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.81	50.79	77.90
	Economically Disadvantaged	18.92	33.02	56.31
	Students With Disabilities	38.39	54.13	77.14
	English Language Learners	0.00	21.05	36.84

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.48	61.22	76.49
	Economically Disadvantaged	28.26	42.22	56.82
	Students With Disabilities	56.60	70.19	80.39
	English Language Learners	52.94	47.06	64.71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.47	51.41	78.81
	Economically Disadvantaged	19.57	31.11	57.95
	Students With Disabilities	44.34	60.95	83.33
	English Language Learners	5.88	29.41	58.82
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.15	68.25	78.37
	Economically Disadvantaged	36.71	50.00	57.89
	Students With Disabilities	67.52	76.52	83.04
	English Language Learners	57.14	57.14	64.29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.09	57.94	81.69
	Economically Disadvantaged	29.11	41.09	64.47
	Students With Disabilities	53.85	68.97	88.39
	English Language Learners	0.00	35.71	64.29

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.64	66.32	74.65
	Economically Disadvantaged	39.68	50.00	54.84
	Students With Disabilities	72.83	80.90	84.27
	English Language Learners	27.27	36.36	54.55
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.28	58.39	78.87
	Economically Disadvantaged	31.75	40.32	59.68
	Students With Disabilities	59.78	72.22	88.76
	English Language Learners	0.00	27.27	54.55
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.02	57.81	67.88
	Economically Disadvantaged	33.33	37.50	43.90
	Students With Disabilities	72.13	77.59	81.67
	English Language Learners	12.50	25.00	50.00
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.82	59.07	76.29
	Economically Disadvantaged	23.81	40.00	58.54
	Students With Disabilities	63.96	74.58	88.33
	English Language Learners	0.00	12.50	50.00
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	69.90	68.63	69.90
	Economically Disadvantaged	54.17	52.00	54.17
	Students With Disabilities	89.29	96.15	89.29
	English Language Learners	0.00	50.00	0.00

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	55			66							
ELL	42			54							
HSP	58	100		66	77		75				
MUL	45			64							
WHT	77	76	80	80	59	58	75				
FRL	53	72	75	58	48	58	43				
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				

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	72
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	65
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	54
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	71
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	55
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	72
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	58
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?

Our overall proficiency in math and ELA decreased in third and fourth grade, however, increased in fifth grade during the 2020-21, school year. Fifth grade students also demonstrated increased proficiency in science. Learning gains of the lowest quartile in ELA increased significantly from 59% to 81%. Math lowest quartile also improved by 10 percentage points overall. Subgroup data follows a similar trend where proficiency decreased, but overall learning gains and lowest quartile learning gains increased.

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

Data from 2019, indicated that the greatest need for improvement was in science and learning gains of the lowest quartile in both math and ELA. Students falling into the Free and Reduced Lunch subgroup demonstrated the lowest proficiency and a need to improve learning gains out of all of the subgroups.

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

ELA achievement had been oscillating from year to year since 2016. Strategic professional learning in ELA was put in place starting the 2017 school year which focused on small group instruction and differentiation. Prior to the 2017, school year, the school had been working towards a guaranteed and viable curriculum, but had not fully implemented. In 2017, through 2019, new core materials were purchased along with materials to support small group instruction and classroom libraries. Professional learning was provided for all instructional staff walkthrough data started to demonstrate guaranteed and viable practices occurring. This contributed to the increase in proficiency, however,

there was still work to.

Learning gains, in particular, lowest quartile learning gains in both ELA and math have been a component in need of improvement. To improve this component the leadership teams supported CLTs with data talks about the lowest quartile and specifically, ensured that each student falling into the lowest quartile in math and/or ELA had something extra for the 2020-2021 school year.

In science, the schoolwide leadership team hypothesized that lower reading scores were contributing to lower science scores. Increasing students' ability to read and comprehend grade level texts would increase science achievement in collaboration with ensuring hands-on activities and experiments took place regularly. The science lab teacher worked with the Media Specialist and 3-5 grade teachers to deepen understanding and implementation of science standards. CLTs analyzed and responded to progress monitoring test data regularly.

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

The data components with the highest improvement were as follows:

1. ELA Lowest Quartile improved from 59% to 81%, for a total increase of 22 percentage points.
2. Math Lowest Quartile and Science both increase by 10 percentage points.
3. ELA learning gains increased by 8 percentage points.

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

4th and 5th grade teachers along with other support instructional staff were made aware of the students who made up the lowest quartile in math and ELA. We ensured that each of these students were getting something extra, whether that was interventions through MTSS, checking in for goal-setting or behavioral supports, and/or remediation within the classroom. Data was monitored to determine if our efforts were showing growth on assessments such as diagnostics and APM.

Collaborative Learning Teams met regularly to work through the guiding questions of a Professional Learning Community. Vertically and horizontally, instructional staff worked to ensure guaranteed and viable curriculum to all students. In grades 3-5, vocabulary was determined to be a weaker area, so professional learning took place coupled with "Wildcat Path" walks where teachers observed their colleagues teaching lesson and engaging students in activities that bolstered vocabulary acquisition. CLTs identified groups of students struggling, and meet after 6-8 week cycles to see how much they were able to reduce the problem.

The related arts team aligned their lessons to support science, math, and ELA standards. The science lab teacher worked closely with grade level teams, particularly 5th grade, to ensure that all standards assessed on FSSA were taught in direct lessons, but also in engaging, hands-on lessons. Science progress monitoring tests helped to measure whether students were grasping the standards. Decisions about instruction were made based on data from the assessments. The entire 5th grade team worked collaboratively to support science standards.

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

The Literacy Leadership Team will be a significant resource for all instructional staff this year. The team will be engaging in professional learning and building capacity with their grade level teams for the implementation of new ELA curriculum and our transition to the BEST Standards in ELA. Grades 3-5 will have extra CLT time in their schedules to complete cycles which will allow for analyzing student data, determining next steps for those below, at, and above the standard, then coming back together to make more data-based instructional decisions. The same will occur for math and science. Grades K-2 will participate in CLTs as well, however, they will be supported by pushing human resources into classrooms to help support struggling readers in small group throughout the day, not just during MTSS. Student data will be analyzed and monitored to determine which students will benefit the most from having more small group instruction in ELA. Collaborative Learning Teams will

identify grade level areas for improvement and develop a plan to reduce the problem.

In math, we will continue to use the district coach to guide our professional development as well as begin to learn about the new math standards. Small group instruction in math will be a focus area so that we can increase learning gains and lowest quartile learning gains. CLTs in K-5 will also identify and teach Power Standards working to guarantee that all students leave the grade level having mastered Power Standards.

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.

Collective efficacy is at the heart of our school. Several newly constructed teams will be an integral part of continuing to build on our belief of collective efficacy and building capacity. These teams are the Literacy Leadership Team, Guiding Coalition, and Math Standards/Adoption teams. Members of the Guiding Coalition attended a three day professional learning opportunity with "PLC Live," then presented to their colleagues. They will be attending leadership meetings throughout the year so that they can continue to learn how to help their CLT become stronger, which will help students become more successful in their learning. The Literacy Leadership Team attended trainings over the summer and will continue with what is provided by the district for our new ELA curriculum and standards. The team will also participate in Literacy Walkthroughs throughout the school year. Observational data collected will be used with the school-based team to determine next steps. The team will be presenting to their colleagues to support the implementation of our new curriculum and BEST ELA standards.

Continuing from year's past is our work with the math department and district math coaches will be the focus of the Math Standards/Adoption team. This year we will utilize CLTs to determine power standards and request professional development on those standards. Small group instruction and mathematical discourse will also be a focus for the math team. Professional learning for the team will be provided through workshops such as Graham Fletcher and/or Christina Tondevoid.

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

Palm City Elementary is a PBIS Gold Model School and also received the Resilience Award. Through our PAWS Team, which encompasses PBIS, Character Counts!, Restorative Practices, Sanford Harmony, and Conscious Discipline we collaborate and communicate with our grade level teams to determine what social emotional needs are needed and develop a plan.

PCE is also a Green School of Excellence. In 2019, the school won 2nd place overall and supported the drilling of a well in South Sudan through our "Water for South Sudan" initiative. This year, our goal is to win 1st place!

Green School initiatives support science standards across grade levels and create different avenues for all of our students to be responsible citizens and engage in hands-on collaborative activities that deepen their understanding of science and its importance in our communities, country and world.

Our school counselor and science lab teacher have partnered to combine our Green School initiatives with our social-emotional learning initiatives, which empowers some of our most struggling students. Through a monthly SEL Passport, all stakeholders at the school are aware on our SEL goals and Green School goals. We are able to connect these skills and initiatives to our schoolwide Spirit Day celebrations, as well, which provides a sense of belonging and school pride that strengthens our community. Our theme this year is "Together, we go far!", which transcends time and drives home our belief in collective efficacy, building capacity, being a dynamic system of excellence, and educating ALL for success.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	<p>School-based leadership teams are critical to the school's ability to continue to develop teachers and staff. Through building capacity with our leadership teams, we are gaining traction in our belief of collective efficacy. The three critical teams which will support the learning of our instructional staff in ELA, math, and science are the Literacy Leadership Team, Math Standards/Adoption Team, and the Guiding Coalition. Each team will have roles and responsibilities and be provided with professional learning opportunities. They will take their learning and provide professional learning to their colleagues through the work of Collaborative Learning Teams, team meetings, and school-wide professional development. The Literacy Leadership Team will support our implementation of the ELA B.E.S.T. Standards and new ELA curriculum. Through walkthroughs, they will gain a schoolwide perspective on literacy instruction at PCE. This coupled with ELA data will drive the team's decisions. Our goal will be to maintain or increase learning gains and lowest quartile and to increase achievement in ELA.</p> <p>This year our Guiding Coalition went to PLC Live! and provided professional learning for our teachers. They have a quarterly plan to continue strong Collaborative Learning Team work that is based on student data and strong instructional decisions. This team will be vital to the continued success in ELA learning gains, and to the expected growth in math, particularly the lowest quartile. The team will meet with the school-based leadership team several times this year adjust the action plan as needed. Administration will be attending at least 75% of all CLTs on campus.</p> <p>The Math Standards/Adoption team will be crucial to supporting our struggling math students through professional learning that will support differentiation in math. While achievement is high, learning gains need work. The team will also be a part of B.E.S.T. Math Standards and curriculum adoption.</p>
Measurable Outcome:	<p>Math: Increase learning gains from 63% to 66% Increase lowest quartile learning gains from 64% to 70%</p> <p>ELA: Increase achievement from 74% to 78%</p>
Monitoring:	<p>Math: Walkthroughs Identified Power Standards will be monitored through CLTs. Formative & summative assessments will be analyzed and responded to through CLTs. iReady Diagnostic Data in winter and spring 3-5 APM data</p> <p>3-5 FSA</p> <p>ELA: Walkthroughs Quarterly Interim Assessments will be analyzed and responded to through CLTs. Formative & summative assessments will be analyzed and responded to through CLTs. 3-5 APM 3-5 FSA</p>
Person responsible for monitoring outcome:	Lauren Rabener (rabene1@martinschools.org)
Evidence-based Strategy:	<p>Evidence-based Strategy: Collective Efficacy We will build capacity through our three critical teams throughout the year. The teams will</p>

work with their grade levels, and at times across grade levels to support professional learning. This will be done through grade level meetings, Collaborative Learning Teams, and professional development.

Rationale for Evidence-based Strategy: "Collective teacher efficacy is the belief of the staff of the school/faculty in their ability to positively affect students" (Hattie, 2016). This strategy has been found to have a 1.57 effect size, which is a very large effect size, especially in education where a 0.6 instead of 0.8 would be considered large. In 2018, PCE was no longer assigned an instructional coach per ESSA. While we still would love to have an instructional coach, this deficit has created a collective need to build capacity within our staff which as led begun to strengthen our belief that we do have the ability to positively affect ALL students, together.

Action Steps to Implement

The Literacy Leadership Team will create an action plan and monitor their implementation throughout the year through the use of walkthroughs and CLT data.

Person Responsible Rita Diapoules (diapour@martinschools.org)

The Guiding Coalition will create an action plan and monitor their implementation of the action plan throughout the year through CLT agendas and data.

Person Responsible Elizabeth Atkinson (atkinse@martinschools.org)

The Math Standards/Adoption Team will create an action plan and monitor their implementation of the action plan throughout the year through the use of walkthroughs and CLT data.

Person Responsible Robyn Monte (monter@martinschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Math achievement at Palm City Elementary had been increasing steadily since 2017, with a 2 percentage point decrease in 2021. Learning gains have fluctuated from year-to-year, but significantly decreased in 2021 by 8 percentage points. Lowest quartile learning gains increased by 10 percentage points, which is a trend we want to continue. While most of the school's subgroup data is fluid, three subgroups are a constant, those being English Language Learners, Economically Disadvantaged, and Students with Disabilities. These subgroups went down in achievement in both ELA and Math, but only Economically Disadvantaged students did not increase in math achievement, learning gains, and lowest quartile learning gains.

To increase math learning gains and all areas of math for our Economically Disadvantaged students, we will use our CLTs to ensure guaranteed and viable curriculum. Currently, we are in an adoption year and our materials need updating. To ensure that all students have the opportunity to learn the specific content and that all teachers have adequate time to teach that content, CLTs will work on identifying Power Standards. Additionally teachers in K-5 will receive professional development through the Math Minds Flexibility Formula in order to increase number fluency and the mixed use of conceptual and procedural math. If more training is needed on how to teacher specific standards, our Math Standards/Adoption Team will be a resource for the team along with our district instructional math coach. All teams will work collaboratively in order to have more efficient and effective small group time in math, as well.

Measurable Outcome:

Increase Math Learning Gains from 63% to 66%
 Increase ED Math Achievement from 58% to 61%
 Increase ED Math Learning Gains from 48% to 50%
 Increase ED Lowest Quartile Math Learning Gains from 43% to 46%

Monitoring:

*Note that the school does not know who the specific students who make up the subgroup of Economically Disadvantaged are, which is why one of the measurable outcomes is to increase learning gains from 63% to 66%. By monitoring growth of all students and then our lowest quartile, we will positively impact our students in the Economically Disadvantaged subgroup.

We will monitor by:

Collaborative Learning Team will analyze formative and summative data regularly.
 Collaborative Learning Team will develop a plan to reduce the problem identified through the data.

iReady Diagnostic Data

3-5 APM

3-5 FSA

Person responsible for monitoring outcome:

Robyn Monte (monter@martinschools.org)

Evidence-based Strategy:

Ensure guaranteed and viable curriculum through professional development, Collaborative Learning Teams, and identifying Power Standards.

Rationale for Evidence-based Strategy:

Marzano's number one high yield strategies is Guaranteed and Viable Curriculum. While we have had this in ELA for 5 years, math has been a struggle. Grade level teams have used supplemental resources such as Number Talks and Ready MAFS. This has helped to maintain achievement for the majority of our students, but we believe ALL means ALL. By

determining what we are tight and loose about in math instruction and monitoring the impact of those decisions we will increase outcomes for all stakeholders.

Action Steps to Implement

Identify Power Standards by grade level in math. Provide professional development through Math Mind Flexibility Formula for teachers in K-5.

Person Responsible Lauren Rabener (rabanel@martinschools.org)

Provide professional development in identified areas such as number sense, place value, fractions, and decimals through Number Talks, Math Minds, and the district math coach.
Provide professional development on effective and efficient small group instruction in math.

Person Responsible Elizabeth Atkinson (atkinse@martinschools.org)

CLTs will analyze and act upon formative and summative assessment data.

Person Responsible Lauren Rabener (rabanel@martinschools.org)

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

Science achievement from 2016-2019 gradually decreased from 75% in 2016 to 65% in 2019. In 2021, Palm City Elementary set a goal for science achievement to increase and our 5th grade students went from 65% in 2019 to 75% in 2021. This school year our goal is to continue the trend of increasing science achievement to 78%. In order to increase science achievement the primary focus will be through our CLT work in order to ensure all students are receiving a guaranteed and viable curriculum. Through data dialogues in CLTs, teachers will determine student support needs to increase background knowledge, vocabulary acquisition, and common experiences/experiments. In addition to the use of common lab experiments, core curriculum, and the science lab lessons, teachers will use Generation Genius to further knowledge of content and extend learning. Teachers will also use the reading curriculum to build upon science standards that are integrated and collaborate with the science lab teacher in order to include additional labs/experiments. Finally, the science lab teacher will continually collaborate with the teachers in order to review and revisit standards that build knowledge from prior standards/grade levels based on data collected through common formative assessments.

Measurable Outcome:

Increase Science Achievement from 75% to 78%.

Monitoring:

Science achievement will be monitored regularly through Collaborative Learning Teams. Teachers will conduct common formative assessments and common summative assessments. Teachers will identify student learning needs and outcomes through data dialogues and respond to the needs of the learners in order to increase achievement for all learners.

Person responsible for monitoring outcome:

Elizabeth Atkinson (atkinse@martinschools.org)

Evidence-based Strategy:

Ensure implementation and fidelity of a guaranteed and viable curriculum through on-going professional development, Collaborative Learning Teams, and identifying Power Standards.

Rationale for Evidence-based Strategy:

Guaranteed and Viable Curriculum has been identified by Robert Marzano as the number one high yield strategy. Through Collaborative Learning Teams teachers will regularly identify power standards, assess student achievement, and respond to students needs with common pacing and standards. One way that teachers will be able to build on student background knowledge, vocabulary, and experiences will be through the use of a supplemental program called Generation Genius.

Action Steps to Implement

Identify Science Power Standards by grade level in science and work collaboratively through CLTs to identify action steps for student achievement based on common and summative assessments.

Person Responsible

Elizabeth Atkinson (atkinse@martinschools.org)

Provide professional development for the use of Generation Genius as a supplement for background knowledge, vocabulary acquisition, and common experiences for teachers K-5.

Person Responsible

Elizabeth Atkinson (atkinse@martinschools.org)

Science Lab teacher will collaborate with teachers to increase common lab experiments for real life transfer of knowledge and vocabulary.

Person Responsible Elizabeth Atkinson (atkinse@martinschools.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.

Palm City Elementary is not on the list.

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.

Parental involvement was high before COVID at PCE and this year we intend to ensure we get back to our roots. While we have over 70 new families at PCE this school year, many of 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 64 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 and a new communication platform Apptegy/Thrillshare provides a whole new avenue to quickly communicate with families.

Classroom teachers communicate with parents regularly through various modalities. Palm City Elementary started a Facebook Page two years ago and continues to use the page to communicate with parents, but more so, to show the community the PAWSome things that happen 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 as last year during COVID we were able to do virtual Spirit Days and post them for our stakeholders. This year, we will host in person Spirit Days, but breakdown by grade level more to allow for social distancing as needed. COVID-19 had significantly impacted our ability to connect through the events and volunteer opportunities at the school, in-person. This year as we are working in strategic ways to bring our families back into our building. Events linking to our newly adopted curriculum are being planned such as the 3rd grade family movie night. Students will be invited to watch "Charlotte's Web" after they complete a unit where this is their mentor text. The P.E. Pavilion will be set up as a barn and the night will be magical. This also allows for school events on a small

scale which is important because Palm City Elementary is in the process of having a replacement school built, which limits our space for large events. 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 and we intend to keep that tradition going in the new building.

The PBIS/PAWS team will host Spirit Days in collaboration with our Green Team which is a PAWSitively perfect duo. This year, the school's theme is 'Together, we go far!' and our Green School Initiative is transportation. Each month and SEL Passport is sent out to all staff at the school highlighting the social-emotional goals for the month and our Green School goals which support social-emotional learning through empowering students to be agents of their own learning and community. Through Spirit Days, we teach social-emotional skills and empower students to better their communities through Green School. Currently, our students are participating in a plastic bag collection and in the near future they will be setting a goal to help bring awareness to the how we can reduce our carbon footprint through transportation with a focus on reducing the number of cars in our carline... which is long!

The School Advisory Council (SAC) is widely attended as indicated by the "5 Star Award" which was awarded in year's past. The SAC committee is always an important partner in problem-solving how the school can continue to foster positive relationships with families and stakeholders. 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.

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

Stakeholders include our students, staff members (district and school), PTA, SAC, parent volunteers, community partners, and business partners.

Our students are our priority! Their role is to come to school ready to learn and to always remember that if they are doing their best, that is good enough. Our students are supported by our staff members in so many ways. All staff members work to live the vision of being a Dynamic System of Excellence to achieve the mission of Educate(ing) ALL for SUCCESS. The PTA's role is to partner with the teachers to enhance learning for students by supporting activities that connect to curriculum or sponsoring events that bring the community closer together. The School Advisory Committee's role is to support and guide the school to continued success through reviewing data, standards, and curriculum, the committee provides feedback to the school. Parent volunteers, community partners, and business partners fill a variety of roles depending on the need and are critical members of our team.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	0061 - Palm City Elementary School	School Improvement Funds		\$8,000.00
			Notes: professional books, student supplies such as manipulatives, and student books, subscription to math website and modules for professional development.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	500-Materials and Supplies	0061 - Palm City Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Student manipulatives, materials or supplies to enhance instruction, professional books, math read-aloud books, intervention materials.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	0061 - Palm City Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Generation Genius K-5 account.</i>			
Total:						\$12,000.00