

Florida Atlantic University - College of Education

FAU/SIcsd Palm Pointe Educational Research



2022-23 Schoolwide Improvement Plan

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FAU/Slcsd Palm Pointe Educational Research School @ Tradition

10680 SW ACADEMIC WAY, Port St Lucie, FL 34987

www.tradition.fau.edu

Demographics

Principal: Kathleen Perez

Start Date for this Principal: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2021-22 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	2021-22: A (71%) 2018-19: A (70%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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10680 SW ACADEMIC WAY, Port St Lucie, FL 34987

www.tradition.fau.edu

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Through engaging, rigorous and differentiated quality instruction, Palm Pointe Educational Research School @ Tradition commits to a comprehensive, collaborative system of support for ALL students. This ensures that our Rockets are fully equipped for their next mission!

Provide the school's vision statement.

Palm Pointe Educational Research School @ Tradition, in partnership with parents and the community, will become a premier center of knowledge that is organized around students and the work provided to them. Palm Pointe's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great, focusing on the creation of challenging, engaging, and satisfying work for each student, every day.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Perez, Kathleen	Principal	
Keelor, John	Assistant Principal	
Newsome, Annette	Assistant Principal	
Markowitz, Dana	Assistant Principal	
Eshleman, Suzan	Other	
Hartsfield, Jacqueline	Other	
Perry, Alison	Reading Coach	
Innamorato, Carmela	Reading Coach	
Farrow, Carey	Math Coach	
Masters, Kimberly	Instructional Coach	
Rowley, Tiffany	School Counselor	
Mosco, Kristen	School Counselor	
Apostolico, Maurizio	Instructional Technology	
Sparks, Rachel	School Counselor	
Bois, Claudy	Dean	
Wamble, Melissa	Other	

Demographic Information

Principal start date

Thursday 6/30/2016, Kathleen Perez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,429

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

22

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	152	150	161	160	175	173	159	0	0	0	0	1429
Attendance below 90 percent	31	40	31	24	17	23	38	43	41	0	0	0	0	288
One or more suspensions	1	1	0	1	0	1	7	1	10	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	0	0	2	0	0	6	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	10	12	15	14	24	0	0	0	0	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	34	13	13	7	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	4	5	3	0	7	2	1	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	1	12	11	18	18	14	14	0	0	0	0	89

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	0	0	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/22/2022

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	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	80%	55%				72%	83%	61%
ELA Learning Gains	64%						67%	74%	59%
ELA Lowest 25th Percentile	49%						56%	66%	54%
Math Achievement	76%	59%	42%				75%	84%	62%
Math Learning Gains	70%						64%	70%	59%
Math Lowest 25th Percentile	61%						47%	62%	52%
Science Achievement	64%	81%	54%				64%	76%	56%
Social Studies Achievement	90%	73%	59%				88%	94%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	77%	-6%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	75%	79%	-4%	58%	17%
Cohort Comparison		-71%				
05	2022					
	2019	65%	71%	-6%	56%	9%
Cohort Comparison		-75%				
06	2022					
	2019	67%	74%	-7%	54%	13%
Cohort Comparison		-65%				
07	2022					
	2019	72%	76%	-4%	52%	20%
Cohort Comparison		-67%				
08	2022					
	2019	82%	84%	-2%	56%	26%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	79%	-6%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	70%	74%	-4%	64%	6%
Cohort Comparison		-73%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	67%	-11%	60%	-4%
Cohort Comparison		-70%				
06	2022					
	2019	88%	90%	-2%	55%	33%
Cohort Comparison		-56%				
07	2022					
	2019	77%	79%	-2%	54%	23%
Cohort Comparison		-88%				
08	2022					
	2019	24%	66%	-42%	46%	-22%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	64%	-8%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	72%	73%	-1%	48%	24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	91%	-3%	71%	17%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	94%	1%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	37	39	39	55	57	12	52			
ELL	59	60	48	67	58	42	38	87			
ASN	77	86		92	91						
BLK	68	65	47	69	70	70	71	94	94		
HSP	69	61	47	76	69	63	65	82	94		
MUL	75	65		88	76		74	100			
WHT	72	65	44	75	68	54	57	92	87		
FRL	65	62	51	71	69	62	62	87	92		
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					
ASN	81	81		88	76						

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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	696
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessment results, 4th, 6th, and 7th grades performed well in both ELA and Math, while 5th grade Math proficiency and 8th and 3rd grade ELA proficiency scores were lowest among the assessed grade levels. Students with disabilities continued to perform below their grade level peers. Declines in schoolwide ELA learning gains and Science results were slight, while Civics, and Algebra I EOC scores demonstrated improvement, as did scores related to schoolwide Math proficiency and learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Analyzing the progress monitoring data and 2022 state assessment results, the following areas demonstrate a need for improvement: schoolwide ELA learning gains and those among the bottom quartile; ELA performance in 3th and 8th grade; 5th and 8th grade Science; and the academic achievement and learning gains of students within the SWD subgroup.

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 still struggling to bridge academic gaps from the pandemic and staffing changes within certain grade levels. To address this need for improvement, a more intensive focus will be placed on providing support to new teachers, and implementing rigorous instruction based upon the B.E.S.T. standards, formative assessment feedback, and progress monitoring data. Furthermore, the school will ensure that struggling students are provided differentiated, small group instructional and are also offered extended day tutoring opportunities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Referencing progress monitoring data and 2022 state assessment results, improvement was demonstrated in Math proficiency/learning gains and Civics. Additionally, Algebra I acceleration increased by 10 percentage points and 3rd grade Math proficiency increased by 12 percentage points; 5th grade ELA proficiency increased by 11 percentage points and Gr. 7 ELA proficiency increased by 10 percentage points.

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

Palm Pointe continued with its focus on developing authentic, personal connections with students, particularly those who were struggling academically. The dedicated support of effective literacy/math coaches and a renewed focus on the CLP process, coupled with expanded extended day tutoring opportunities, may have helped as well.

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

Data analysis of progress monitoring/formative assessment results, 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/Math curriculum resources, differentiation practices, formative assessments, and feedback strategies. Each week, teachers, coaches, and administrators will also actively participate in CLP sessions.

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, expanded tutoring opportunities will be offered to those in need of further academic support. Cultural learning environment (CLE) 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers are deepening their knowledge of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, the Collaborative Learning and Planning (CLP) process, and providing actionable feedback based upon student progress monitoring data.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student achievement in ELA, Math, Science, and Civics, as measured respectively by the FAST, SSA, and EOC, will increase by at least three percentage points in each category.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will monitor student assessment results, participate in CLP 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: Describe the evidence-based strategy being

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 CLP 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.

**implemented
for this Area
of Focus.**

Rationale for

**Evidence-
based**

Strategy:

**Explain the
rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
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 full implementation of the B.E.S.T. Standards and newly adopted ELA and math 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 skills 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, FAST progress monitoring data, i-Ready results, Leveled Literacy Intervention progress, district assessment scores, etc.

Person

Responsible

Kathleen Perez (kathleen.perez@stlucieschools.org)

Throughout the school year, the school will facilitate CLP sessions, as well as additional professional development opportunities focused on the new standards, curriculum resources, and other best practices.

Person

Responsible

Kathleen Perez (kathleen.perez@stlucieschools.org)

The school will utilize various funding sources to provide professional development sessions, resources, and/or coverage for coaching cycles, learning, planning, and assessment analysis purposes.

Person

Responsible

Kathleen Perez (kathleen.perez@stlucieschools.org)

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

Person

Responsible

Kathleen Perez (kathleen.perez@stlucieschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a subgroup, students with disabilities (SWD) are not achieving at the same rate as their grade level peers in reading and math.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

SWD proficiency and learning gains in ELA and Math, as measured by FAST, will increase by at least five percentage points.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The administrative team will monitor SWD assessment results, provide additional time for ESE teachers to participate in more CLP and data analysis sessions with grade level/department teams, regularly visit classrooms, provide feedback to teachers about observed instructional strategies, and discuss individual student progress.

Person responsible for monitoring outcome:

Annette Newsome (annette.newsone@stlucieschools.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The administrative team will work with instructional/literacy coaches to plan, design, and facilitate engaging, relevant professional development and data analysis sessions that address ESE teacher needs. Administrators and coaches will also participate in CLP sessions with teams and ESE teachers, provide feedback to teachers about observed instructional strategies, and discuss individual student progress.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

If SWD have more individualized support and additional assistance is provided to assigned staff members, then students within the targeted subgroup will demonstrate academic growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

An additional ESE teacher and interventionist are available in the 22-23 and 23-24 school years to aid SWDs.

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

Training opportunities for ESE teachers, paraprofessionals, and general education teachers will be provided, focused on differentiation, effective instructional strategies for SWDs, and data analysis.

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

The school will delineate roles and responsibilities for general education teachers and those who provide support facilitation services.

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

Time will be intentionally scheduled for ESE teachers to join CLP sessions with a wider range of grade level teams and departments.

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

Tutoring and mentoring opportunities for identified SWDs will be expanded.

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

#3. Positive Culture and Environment specifically relating to iSucceed

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A schoolwide iSucceed plan will establish an equitable, safe, and caring Cultural Learning Environment (CLE), focused on building trusting relationships, strengthening student life skills, and promoting academic achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2022, the number of office-managed discipline referrals in each grade level will decrease by at least five percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will work with the school counselors, deans, and teams of teachers to check in about student support needs and follow-up.

Person responsible for monitoring outcome:

John Keelor (john.keelor@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence-based CLE programs, mentorship plans, and Single School Culture guidelines will be implemented schoolwide with fidelity and individualized support will be provided to identified students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If the school implements a multi-faceted student success plan encompassing mentorship, Single School Culture, and CLE instruction, then students will demonstrate academic, behavioral, and life skill improvements over the course of the school year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school will routinely monitor student indicators including attendance, grades, and conduct.

Person Responsible

John Keelor (john.keelor@stlucieschools.org)

The school's leadership team will launch an adult mentoring program where members meet regularly with identified students and their families to discuss progress toward individual goals.

Person Responsible

John Keelor (john.keelor@stlucieschools.org)

Staff members will be provided with ongoing training in PBIS, CHAMPS, Single School Culture, and school safety protocols.

Person Responsible

John Keelor (john.keelor@stlucieschools.org)

Teachers and staff members will facilitate required CLE and life skills instructional classroom lessons.

Person Responsible

John Keelor (john.keelor@stlucieschools.org)

The school will utilize incentives to help motivate students to achieve their collective and individual goals, and to support schoolwide and grade level plans and events.

Person Responsible

John Keelor (john.keelor@stlucieschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Cultural Learning Environment (CLE) 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 CLE-specific surveys completed by students. Both CLE and PBIS implementation is also overseen by school-based committees comprised of faculty members.

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

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.