

Martin County School District

Palm City Elementary School



2022-23 Schoolwide Improvement Plan

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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: 9/2/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: A (67%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Palm City Elementary School

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martinschools.org/o/pces

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)
Elementary School PK-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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

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
Rabener, Lauren	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	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.
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.
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.
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.
Stewart, Sierra	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Diapoules, Rita	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Gray, Alexis	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.
Miles, Carolyn	School Counselor	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 meeting 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.

Name	Position Title	Job Duties and Responsibilities
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.
Hallee, Crystal	Teacher, K-12	STEAM Coordinator

Demographic Information

Principal start date

Friday 9/2/2022, Lauren Rabener

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.*

0

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.*

16

Total number of teacher positions allocated to the school

272

Total number of students enrolled at the school

557

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

4

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

5

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	75	83	89	101	94	112	0	0	0	0	0	0	0	554
Attendance below 90 percent	2	7	5	10	8	11	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	3	6	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	10	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	4	5	8	15	5	10	0	0	0	0	0	0	0	47

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	0	0	0	6	6	9	0	0	0	0	0	0	0	21

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

Date this data was collected or last updated

Wednesday 9/28/2022

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	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	

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	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	

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	72%	53%	56%				77%	58%	57%
ELA Learning Gains	68%						70%	59%	58%
ELA Lowest 25th Percentile	52%						54%	56%	53%
Math Achievement	76%	43%	50%				80%	65%	63%
Math Learning Gains	73%						71%	65%	62%
Math Lowest 25th Percentile	54%						52%	53%	51%
Science Achievement	60%	54%	59%				65%	58%	53%

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	83%	54%	29%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	81%	57%	24%	58%	23%
Cohort Comparison		-83%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	55%	13%	56%	12%
Cohort Comparison		-81%				

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	85%	58%	27%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-85%				
05	2022					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

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	45	59	47	51	57	46	41				
ELL	50			36							
HSP	62	73		60	81						
MUL	60			80							
WHT	73	68	55	77	71	47	62				
FRL	55	63	50	57	73	64	50				

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				

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)	N/A
OVERALL Federal Index – All Students	65
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	
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	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	70
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	65
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	59
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?

ELA Achievement has shown a small decline from the 2019 school year when 77% of students scored a level 3 or higher to 2021 which decreased to 74% of students scoring a level 3 or higher, and now 2022 at 72%. ELA Achievement for the school is above the state and district performance. ELA Learning Gains decreased 11 percentage points from 2021 (79%) to 2022 (68%). ELA Lowest Quartile performance decreased from 81% in 2021 to 52% of students in the lowest quartile making learning gains in 2022. Math Achievement has shown also shown a decrease in the percent of students scoring a level 3 or higher. In 2019 math achievement was 80%, 78% 2021, and currently in 2022, 76% of students scored a 3 or higher. Math Achievement is above the state and district performance by 19 percentage points. Math Learning Gains increase from the 2021 school year by 10 percentage points moving from 63% to 73% respectively. Student learning gains in the lowest quartile in math decreased 10 percentage points as well with 64% of students in the lowest quartile in math in 2021 making learning gains to 54% in 2022. Science Achievement also decreased from 75% to 60%. SWD, ELL, and FRL are subgroups that fluctuate in performance and need to be monitored closely.

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

Overall proficiency in both ELA and Math have been a struggle since the 2020 school year. While the school increase learning gains in Math from 63% to 73% in 2022, learning gains in ELA and learning gains of students falling into the lowest quartile have decreased since 2019. Subgroups data fluctuates as indicated above due to the regularly changing subgroups that the school reports to the state. in 2021, the school did not have more than 10 students falling into SWD, however in 2022 data indicated a decline from the 2019 school year when the subgroup was last reported. ELL is becoming a more regularly reported subgroup for the school and needs to be monitored for improvement as well as students in the FRL 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?

Teachers embraced implementing new curriculum and standards but this could have been a factor. Math instruction will be a focus this year with newly adopted curriculum and standards. While there will be a learning curve, we expect positive outcomes since the focus will be differentiated instruction in ELA and Math.

Resources to support students falling into the lowest quartile in both ELA and Math are limited. The school purchased a Lexia pilot, which is ESSA and WIDA approved for students which helped layer Tier 2 and Tier 3 interventions, however, the school cannot afford the program this year. The school does not

qualify for an instructional coach or interventionist, putting the demands of implementing interventions solely on the classroom teacher. This year, the school addressed this issue creatively. The science lab position is not needed for related arts, nor has it shown to have a positive impact on Science Achievement. The allocation has been changed to an interventionists role which will support teachers with MTSS, interventions, Collaborative Learning Teams, and instructional coaching. To support the needs of students in 3rd grade the team has increased their class sizes which allowed for a teacher to support the grade level with enrichment and intervention. As noted in the EWS, 15 students have a substantial reading deficiency. The teacher will focus on 3rd grade students, but also support 4th and 5th grade.

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

Data components with the highest improvement were Math Learning Gains from 63% in 2021 to 73% in 2022 with a 10% difference.

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

Contributing factors that attributed to this improvement included clear communication with 4th and 5th grade teachers along with instructional support staff about which students were in the lowest quartile based on 2021 data. Students indicating a need for additional instruction or practice with mathematical fluency received tailored hands-on instruction, goal-setting, and achievement celebration once the student met their goal. Additionally, K-5 teachers received professional development through Math Minds by Christina Tondevoid and the district Math Coach.

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

In order to accelerate learning, the development of an Instructional Leadership Team encompassing teacher leaders from the Literacy Leadership Team, Math Leadership Team, Science Leadership Team, and PAWS/PBIS Team will be an essential component in monitoring student achievement. The continual development and understanding of formative assessment with guidance from the ILT will further teacher understanding on how to respond when students do or do not master standards throughout the year. Teachers in grades 3-5 will also have additional CLT time in their schedule as they did last year to help support analyzing and responding to data that indicates student needs and next steps. Power Standards and walkthroughs will continue to be a priority in growing around vertical understanding of standards and best practices in the classroom.

Additionally, the new implementation of the MCSD Reads program will encompass goal setting, tracking of points earned, and a school-wide celebration of students achieving point club levels with recognition on the mornings announcements, point board, and brag tags.

With the use of volunteers, the Literacy Leadership Team and Math Leadership Team will identify students and materials for volunteers to use to support student needs. The school had over 60 community members attend the Volunteer Orientation in August 2022!

Further, with on-going professional development and support from the district Math Coach, teachers will implement the new Math Curriculum and Math BEST Standards. A focus will be to provide differentiation in small groups.

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.

Building capacity and collective efficacy will be the driving factors in developing and support teachers and leaders. An integral component to building capacity and collective efficacy is the newly established Instructional Leadership Team that will support the Literacy, Math, Science, and PAWS/PBIS Leadership Teams. The Instructional Leadership Team will consist of administration, IPS/ESE, Guidance and teacher leaders. The ILT will develop goals, a plan, and action steps in order to monitor the School Improvement Plan and data from FAST assessments and local assessments. The ILT will continue to develop an understanding around the use of formative assessments in both Math and ELA and disseminate information to the core leadership teams, which will support grade level CLTs. Lastly, a protocol will be established for participating in walkthroughs focusing on vertical depth of understanding of standards, best practices, and the use of small group instruction. Members of the ILT will commit to conducting walkthroughs weekly, sharing findings with teachers, and discussing implications at ILT meetings. All teachers will commit to a vertical pairing for walkthroughs. For example, a 1st grade teacher will be in a triad with a kindergarten and 2nd grade teacher. We believe that through being in classrooms we can all make a difference.

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 prioritizes the growth and development of the whole child through our established PAWS Team focusing on PBIS and Character Counts!. In addition, PCE is the only school in the Martin County district to have received recognition as a Gold Everglades Champion school. The Green Team with the PAWS Team work collaboratively to develop global understanding and the opportunity to act local by recycling, learning about our environment and resources, as well, as growing student leaders for Everglades Literacy. Much of this work is done through our Spirit Day Assemblies. PCE is developing a strong volunteer community in collaboration with our PTA and will be supporting student learning through new reading and math volunteer programs. PCE will emphasize goal setting and celebrate our successes as a school through Spirit Days and year long celebrations. Finally, with our vision, 'A Dynamic System of Educational Excellence' we will build capacity with ALL stakeholders. Collective Teacher Efficacy will continue to grow as we build that capacity in our teachers and community members so that we can achieve our mission to Educate ALL Students for SUCCESS!

Areas of Focus

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

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#1. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Instructional Leadership Teams are essential to the school's ability to collaborate and build capacity with teachers and staff. By uniting teachers and staff through the structure of Professional Learning Teams and growing effectiveness within Collaborative Learning Teams, traction is developing in collective efficacy. The Instructional Leadership Team's goal build capacity in our teacher leaders so that they can lead teams across our campus. This will be modeled during our ILT meetings through using protocols for data disaggregation and analysis, developing written plans with measurable outcomes, and monitoring outcomes. The ILT will monitor it's growth using continuums from the Center for Educational Leadership and resources from "Data Wise."</p> <p>By continuing the work of what was our Guiding Coalition last year we will focus on supporting teams through the PLC process. CLTs will focus on the PLC guiding questions to determine next steps for the grade level and classrooms. Last year CLTs identified power standards that they identified through vertical conversations with teachers during preplanning 2021. A goal from last year was to develop formative assessments, however through this work our Guiding Coalition learned that we all needed to grow in understanding formative assessments. We ended the year by jig-sawing professional reading to learn more about formative assessments. This year these leaders will work with CLTs and provide on-going professional learning to their colleagues on formative assessment with the goal of developing formative assessments for power standards. All teams will participate in walkthroughs to gain a schoolwide perspective of essential vertical alignment and development of instructional practices. Through these supports, our goal will be to increase ELA and Math achievement, learning gains, and learning gains of the lowest quartile.</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA:
 Increase ELA Achievement from 72% to 80%
 Increase ELA Learning Gains from 68% to 73%
 Increase ELA Lowest 25th percentile from 52% to 57%
 Math:
 Increase Math Achievement from 76% to 81%
 Increase Math Learning Gains from 73%-78%
 Increase Math Lowest 25th percentile from 54% to 59%

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

ELA & Math:
 Walkthroughs
 FAST/STAR K-5
 Formative & Summative Assessments: Monitor, analyze, & respond through CLTs.

Person responsible for

Lauren Rabener (rabanel@martinschools.org)

**monitoring
outcome:**

**Evidence-
based**

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

Collective Efficacy: The Instructional Leadership Team will encompass leadership from the Literacy Leadership Team, Math Leadership Team, PAWS Team, and Science Leadership Team. The ILT will reflect a balance of teacher leaders across grade levels and subject areas. The leadership teams will monitor and communicate understanding, areas for improvement, and collaboration. Grade level teams will be equally represented in order for information to be shared collectively at CLTs.

**Rationale for
Evidence-
based**

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

“Collective Teacher Efficacy (CTE) is the collective belief of teachers in their ability to positively affect students” (Hattie, 2016) and has an effect size of 1.57. CTE is considered the “new number one” influence related to student achievement. With minimal support, such as an instructional coach, it is essential that we build capacity within our school in order to strengthen our belief in Educating ALL Students for Success.

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.

ELA:

1. The Instructional Leadership Team with the Literacy Leadership Team, will provide on-going professional development around formative assessment.
2. The Instructional Leadership Team with the Literacy Leadership Team, will collect, analyze, and provide on-going professional development around data protocols to drive instructional decision making across classes, grades, and the school.
3. The Instructional Leadership Team with the Literacy Leadership Team, will identify target areas of focus to capture, conduct, and provide feedback from walk-throughs.

Person Responsible Amanda Moore (moorea1@martinschools.org)

Math:

1. The Instructional Leadership Team with the Math Leadership Team, will provide on-going professional development around formative assessment.
2. The Instructional Leadership Team with the Math Leadership Team, will collect, analyze, and provide on-going professional development around data protocols to drive instructional decision making across classes, grades, and the school.
3. The Instructional Leadership Team with the Math Leadership Team, will identify target areas of focus to capture, conduct, and provide feedback from walk-throughs.

Person Responsible	Alexis Gray (graya@martinschools.org)
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#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Math learning gains decreased from 2021 (63%) to 73% in 2022. The Math lowest quartile was 54% in 2022 decreasing from 64% in 2021. ELA Learning Gains decreased to 68% in 2022 from 79% in 2021. Similarly, ELA lowest quartile decreased to 52% in 2022 from 81% in 2021 (note this was a prior-prior score). Students in the lowest quartile with the exception of ELA in 2021, scored between 14 and 22% percentage points below the school's overall ELA and Math Achievement. Due to this data, the area of focus will be to increase learning gains of students falling into the lowest quartile in Math and ELA by 5% and to increase overall learning gains by 5% in math and ELA through intentional planning with small group differentiated instruction.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase Math Learning Gains from 73% to 80%. Increase Math Lowest 25% Percentile from 54% to 59%. Increase ELA Learning Gains from 68% to 80% Increase ELA Lowest 25% Percentile from 52% to 57%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Collaborative Learning Teams will utilize formative and summative assessments to monitor student achievement and respond with differentiated small group instruction to close learning gaps. K-5 FAST/STAR data in ELA and Math Unit/Topics Assessments in ELA and Math</p>
Person responsible for monitoring outcome:	<p>Lauren Rabener (rabene1@martinschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Implementation of a guaranteed and viable curriculum, Collaborative Learning Teams, and use of small group differentiated instruction.</p>

**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.**

Marzano's number one high yield strategy is guaranteed and viable curriculum. With the adoption of a new ELA curriculum last year and a new Math Curriculum this year, collaboration will be essential in learning and implementing new resources around BEST Standards. Collaborate Learning Team will use assessments to monitor student learning and plan for small group differentiation for students do or do not show mastery of standards.

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.

ELA:

1. Teachers will attend professional development through Benchmark Advance Train-the-Trainer.
2. Teachers will implement Benchmark Advance following the district scope and sequence and monitor individual, class, school, and district data to respond to student needs for individualized instruction through small groups.
3. Teachers will participate in the PLC process and data cycles through grade level Collaborative Learning Teams.
4. The Literacy Leadership Team will meet regularly with representatives across grade levels to provide on-going support, feedback, professional development, data analysis, and collective efficacy.

Person

Responsible

Amanda Moore (moorea1@martinschools.org)

Math:

1. Teachers will meet monthly with the District Math Coach for on-going professional development and data analysis.
2. Teachers will implement Savvas following the district scope and sequence and monitor individual, class, school, and district data to respond to student needs for individualized instruction through small groups.
3. Teachers will participate in the PLC process and data cycles through grade level Collaborative Learning Teams.
4. The Math Leadership Team will meet regularly with representatives across grade levels to provide on-going support, feedback, professional development, data analysis, and collective efficacy.

Person

Responsible

Alexis Gray (graya@martinschools.org)

Use MCSD Reads/AR to increase independent reading with accurate comprehension, monitor how much students are reading and comprehending, and celebrate students for their success.

Person

Responsible

Tara Lindsey (lindset@martinschools.org)

#3. Instructional Practice specifically relating to Science

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

Science achievement has fluctuated with a gradual decrease from 75% in 2016 to 65% in 2019. In 2021 science achievement increased to 75% and then decreased to 60% in 2022. This school year the goal is to increase science achievement to 65% by developing a Science Leadership Team to support the monitoring of science engagement and participation in the district STEM Fair. Through data dialogues in CLTs, teachers will determine student support needs to increase background knowledge, vocabulary acquisition, and common experiences/experiments. Teachers will also use the reading curriculum to build upon science standards that are integrated.

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

Increase Science Achievement from 60% to 65%.

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

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:

[no one identified]

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

Ensure implementation and fidelity of a guaranteed and viable curriculum through Collaborative Learning Teams and support from the Science Leadership Team to increase content engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 increased content engagement (Water Fest, Everglades Champion School, STEM Fair, etc).

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.

Science Leadership Team will provide professional development around standards progression and common grade level experiments. Science Leadership Team will develop and execute a plan for all classes to participate in the STEM Fair.

Person Responsible Crystal Hallee (halleec@martinschools.org)

Increase content engagement with participation in STEM Fair, Water Fest, and the Everglades Champion Schools. Host a STEM Night.

Person Responsible Crystal Hallee (halleec@martinschools.org)

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 City Elementary has adopted a school-wide theme, "Together, we go far!" This school-wide theme supports our Mission to Educate ALL Students for SUCCESS and Vision - A Dynamic Educational System of Excellence. In collaboration with teachers, staff, school leadership, community members, volunteers, and additional stakeholders, PCE prioritizes developing a positive school culture and environment.

Through our PAWS Team (PBIS), students learn school-wide expectations to be Polite, Aware, Wise, and Safe. Students are regularly recognized throughout the year with PAWSitive notes home, weekly as the "Totally PAWSome Wildcat," and at our monthly Spirit Days. Spirit Days bring our school family together to celebrate and grow through character development. During our Spirit Day Assemblies students hear a common message from our administration and school counselor. Topics relate to Character Counts! and our PBIS school-wide commitments along with school-wide academic initiatives, particularly our Green School and Everglades Champion School initiatives. The schoolwide celebrations that come from our Spirit Days are partially funded by our PTA.

Palm City Elementary has amazing teachers and incredibly low turn-over. Teachers at PCE become family to one-another which contributes to the positive atmosphere significantly. Our teachers are willing to do what it takes to continue to have a strong, positive school culture and we want to ensure they are recognized for those efforts. Through partnering with our PTA we will be able to sponsor a "Teacher of the Month" and teams will be recognized as "Team of the Quarter." Our very popular social media platform will be a way to celebrate the teachers and teams selected. Our school-wide community is able to share with posts making positive connections to our school and continuing our district's theme of 'The Ripple Effect'.

In addition our teachers have identified ways our PTA can enhance our curricula in each grade level through activities developed by our teachers to support curriculum and standards with enrichment opportunities. Some examples are "Reading is our JAM!", "Charlotte's Web" Movie night, and Fairy Tale STEAM days, and science activities such as butterfly and tadpole habitats. PTA programs grow positive connections between parents, community members, volunteers, and students. Families are also

encouraged to attend PTA sponsored family nights such as the STEAM night, Literacy Fall Festival, and Math nights. Furthermore, we are working with our PTA to establish more afterschool clubs. Currently, we have K-Kids, Garden Club, Green Team, Band, and Chorus.

With our School Advisory Council (SAC), our membership and attendance, continues to grow with continual positive feedback around communication, monitoring student achievement, and our School Improvement goals. SAC captures a diverse group of stakeholders and positively grows relationships with our school and community. This year our School Advisory Council boasts 35 voting members.

As the only Gold Everglades Champion School in our district, our Green Team continues to collaborate with our PAWS Team as a dynamic duo. With strong partnerships with Students4H2O, local plant nurseries, Master Gardeners, and others, our school grows not just students to Think Green, but a community as well. This past year, because of a community supported, school-wide recycling campaign, our school alone recycled over 16,000 plastic bags and were recognized through the City of Stuart receiving a Buddy Bench and the Presidential Environmental Stewardship Award.

Lastly, PCE is growing our community outreach by establishing volunteer opportunities to support student success. Monthly workshops foster a hands-on connection in support of preparing curriculum and activities for teachers/grade levels. Additionally, this year we plan to grow further opportunities for students to participate in the MCSD Reads initiative and recognizing students' growth, goals, and achievements and by creating opportunities for volunteers to work with students focusing on math and reading.

Here at PCE, "Together, we go far!"

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

Stakeholders include our students, teachers/staff members (district and school), PTA, SAC, parent volunteers, community partners, and business partners. Our students are a priority! Their role is to come to school ready to learn and to exhibit positive character traits. Wildcats are Polite, Aware, Wise, and Safe! Teachers/Staff members promote a positive school culture and environment by teaching school-wide commitments that promote a positive learning environment conducive to an academic setting. All teachers/staff members work to live the vision of being a Dynamic Educational System of Excellence to achieve the mission of Educate(ing) ALL Students for Success. PTA's role as a partner in education is to enhance student learning through sponsored activities that connect curriculum and events/programs as a collaborative community effort. SAC's role is to support and guide the school to continued success through reviewing data, standards and curriculum, and provide feedback to the school as core stakeholders. Parent volunteers, community partners, and business partners fill a variety of roles as needs arise and are essential members to our school community.