Martin County School District

Palm City Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

martinschools.org/o/pces

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
White, Kathryn	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
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.
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.
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.
Hallee, Crystal	Teacher, K-12	STEAM Coordinator
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.
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.
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.
Garcia, Julia	Teacher, K-12	
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school has created a dynamic system to ensure educational excellence for all students. Four Core Teams (Literacy Leadership Team, Math Leadership Team, Science Leadership Team, & PAWS/PBIS Team) were created last year to collect and analyze schoolwide student data, conduct walkthroughs, provide feedback and develop action steps for Collaborative Learning Teams. Each team has teacher leaders who facilitate monthly meetings and each team also has at least one member from each grade level represented. The grade level members are able to bring the information or action items from the Core Team meetings to the weekly Collaborative Learning Teams. This system has allowed for teachers to emerge as leaders and strengthen instructional practices across grade levels and subject areas and for all teachers to play a role in creating and monitoring the SIP. This is evidenced by the school's increased proficiency in all subject areas on the recent F.A.S.T. assessment and the 5 Essentials Survey conducted at the end of the school year indicating a 'Strong' rating in each of the five categories.
Parent and community involvement is highly valued at Palm City Elementary School. For the past two years, the school has been working with the PTA and community to increase opportunities for volunteers. Prior to 2020, the school boasted nearly 4,500 volunteers hours. That number dropped significantly to 2,000 in 2021, however, last year due to strategic planning, PCE had close to 3,600 hours. The goal will be 5,000 for the upcoming school year with added opportunities for the community and parents to volunteer.
Business partners play a crucial role in supporting our Vision and Mission. This year we plan to dynamically partner with business to support certain initiatives directly related to student achievement through providing experiences directly tied to grade-level standards both at the school and on field trips either monetarily or through volunteering.
Our PTA is invested in the community and educating all students for success. Through their fundraising abilities, our teachers will be provided with top-notch professional development in reading and around the Science of Reading. Because many of our PTA members also serve on our School Advisory Council, they have a unique understanding of the school's data, student needs, and how they in, collaboration with the community and teachers can truly help us fulfill our Mission to Educate ALL Students for SUCCESS.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Core Leadership Teams meet monthly to monitor progress toward SIP goals, analyze the most recent student achievement data, and discuss outcomes of any learning walks conducted. Each team will conduct learning walks 1 time per semester with a focus on the implementation of SIP goals and action steps for grade level Collaborative Learning Teams. Administration will be in classrooms every Tuesday and Thursday to provide support, feedback, and determine adjustments as needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	17%
2022-23 Economically Disadvantaged (FRL) Rate	22%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	16	12	10	11	6	11	0	0	0	66
One or more suspensions	0	0	0	0	2	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	4	8	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	4	5	10	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	11	19	3	13	0	0	0	58

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	1	3	5	3	3	0	0	0	18

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	7	5	10	8	11	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	3	6	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	2	2	10	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	8	15	5	10	0	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	6	9	0	0	0	21

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	7	5	10	8	11	0	0	0	43
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	3	6	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	2	2	10	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	8	15	5	10	0	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	6	9	0	0	0	21

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	79	55	53	72	53	56	74		
ELA Learning Gains				68			79		
ELA Lowest 25th Percentile				52			81		
Math Achievement*	81	62	59	76	43	50	78		
Math Learning Gains				73			63		
Math Lowest 25th Percentile				54			64		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	71	55	54	60	54	59	75		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		53	59				65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	70			
AMI				
ASN	83			
BLK				
HSP	65			
MUL				
PAC				
WHT	80			
FRL	58			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	43			
AMI				
ASN				
BLK				
HSP	69			
MUL	70			
PAC				
WHT	65			
FRL	59			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	79			81			71					
SWD	51			51			33				4	
ELL	80			60							2	
AMI												
ASN	86			79							2	
BLK												
HSP	66			69			80				4	
MUL												
PAC												
WHT	83			83			71				4	
FRL	65			53			57				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	72	68	52	76	73	54	60					
SWD	45	59	47	51	57	46	41					
ELL	50			36								
AMI												
ASN												
BLK												
HSP	62	73		60	81							
MUL	60			80								
PAC												
WHT	73	68	55	77	71	47	62					
FRL	55	63	50	57	73	64	50					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	74	79	81	78	63	64	75					65
SWD	55			66								
ELL	42			54								65

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	58	100		66	77		75					50
MUL	45			64								
PAC												
WHT	77	76	80	80	59	58	75					
FRL	53	72	75	58	48	58	43					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	79%	53%	26%	54%	25%
04	2023 - Spring	88%	66%	22%	58%	30%
03	2023 - Spring	75%	51%	24%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	62%	11%	59%	14%
04	2023 - Spring	92%	71%	21%	61%	31%
05	2023 - Spring	82%	56%	26%	55%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	71%	50%	21%	51%	20%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade overall demonstrated the lowest performance in ELA (74%) and Math (72%). Growth in the grade level was lower than that of other like schools in the district growing 35 percentage points in ELA and 56 in Math. SWD is another area where there is a downward trend in overall performance, dropping almost 30% points from 2018-2019. In 3rd grade there is a higher population of SWD than any other grade level. Although these are the students who experience COVID during their kindergarten year, when compared to other school's outcomes and growth, that factor is null. The grade level also entered 3rd grade with higher achievement levels demonstrated during PM1 than other like schools in the district. Walkthrough data pointed to a need to work on planning for differentiated instruction across subject areas.

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

SWD showed the greatest decline and as indicated above, this is trending downward. In 2017 Exceptional Student Education allocations included two full-time support facilitators, an Intervention Problem-Solving Coach, a full-time SLP (1-5),a primary SLP (PK-K), a K-5 ESE Paraprofessional. During the 2018-2019, school year SWD were 79% proficient in ELA and 73% in Math. The following year, staff was reduced to one and a half full-time support facilitators and a part -time Intervention Problem-Solving Coach. School data was also not collected due to COVID. 2020-2021 data declined by 24 and 7 percentage points respectfully and then declines further to 45% in ELA and 54% in Math. Adjusting to a significant difference in staffing for some of our most critical learners may have contributed to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The school's data is well above state averages. One area of concern that is not determined at this point is SWD data. Once the state releases data on subgroups, the school will know if this subgroup performed below or close to the state average. Regardless, SWD is an area of focus.

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

Science achievement increased by 10 percentage points and ELA achievement by 9 percentage points. During the 2022-2023 school year, the school created Core Teams which included a Science Leadership Team. The team includes a K-2 and 3-5 team leader and one representative from each grade level. The Science Leadership Team meets monthly, organizes and analyzes school-wide data, identifies power standards, and determines next steps for Collaborative Learning Teams. Through their work, the Science Leadership Team ensured that each grade level participated in hands-on science labs and experiments and worked on helping teachers utilize the Scientific Method. Science has been slowly removed from the related arts rotations and last year was the first year it was completely off the rotation schedule. The Science Leadership Team was devoted to ensuring all students experienced engaging science lessons.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Palm City Elementary typically has attendance rates above 94%, monthly, however, the number of students with attendance that falls below 90% is concerning. The second area of concern is the number of 3rd grade students who have 2 or more indicators in EWS.

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

1. SWD ELA and Math
2. Ensure current 4th grade cohort makes large gains ELA and Math
3. Science Achievement
4. Attendance
5. Maintain high achievement in ELA and Math

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Collective Teacher Efficacy (CTE) according to John Hattie is the "new number one" influence related to student achievement at an effect size of 1.57. At Palm City Elementary, we believe that "Together, We Go Far!" in order to achieve the mission to Educate ALL Students for Success.
The 5 Essentials Survey was conducted in Spring 2023 and determined that Palm City Elementary is "well-organized" and "strong" in all five measures. The measure with the greatest area of improvement is "Collaborative Teachers" at 64/Strong. Accordingly, 5 Essentials states that within this component teachers are active partners in school improvement, committed to the school, and focused on professional development. Delving deeper, the survey indicates that Quality Professional Development (59 Neutral) and Collective Responsibility (51 Neutral) are performance areas in which the school can improve to increase positive culture and environment.

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

ELA Proficiency: 81% to 86%
Math Proficiency: 82% to 87%
Science Proficiency: 71% to 76%
5 Essentials Collaborative Teachers: 64/Strong to 74/Strong

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

Positive Culture and Environment with be monitored throughout the school year for desired outcomes through progress monitoring across grade levels and subjects using the FAST data. In addition, the Core Leadership Teams will regularly collaborate in order to complete the Action Steps and share/celebrate successes.

Person responsible for monitoring outcome:

Carolyn Miles (milesc@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collective efficacy refers to the shared belief that through collective action, educators can influence student outcomes and increase student achievement for all students (Donohoo, 2017). The PCE Professional Learning plan will provide common learning around the Science of Reading, the MTRs, and the Practice of Science. Professional Learning will be a driving factor for change with collaborative learning, goal setting, a delivering/monitoring of results through action and change. The PBIS/PAWS team will deepen knowledge and learning around Tier 1 behavior through the use of the Internalizing/ Externalizing Behaviors screener as reflected on the PBIS Platinum Model School Application. Through these interventions teachers will develop clarity and build collective efficacy around behaviors that impact learning and student achievement. These interventions will be monitored through behavior data, school-wide data, and the 5 Essentials survey.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collective efficacy is a combined belief that it is teachers that can cause learning by working together to impact student learning and gain teacher clarity within each subject area and focus. ESSA explicitly recognizes the strong relationship between positive school climate and student learning and success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Palm City Elementary Core Leadership Teams will meet monthly to monitor SIP goals, implement action steps, and determine support. The Core Instructional Teams are comprised of four teams with representatives from each grade level/department: The Literacy Leadership Team, Math Leadership Team, Science Leadership Team, and PAWS/PBIS Leadership Team. The Core Leadership Teams will plan for school-wide engagement, parent/community involvement, and complete Wildcat Walkthroughs. Teams will utilize walkthrough data in order to monitor growth and teacher efficacy as evidenced by student work.

Person Responsible: Elizabeth Atkinson (atkinse@martinschools.org)

By When: Monthly

Teacher/Staff Recognition is one way that employees feel appreciated, encouraged, and connected to the PCE school family. Accomplishments, effort, and growth are just some of the ways that employees will be honored throughout the year as Teacher of the Month, Employee of the Month, and/or Team of the Quarter.

Person Responsible: Elizabeth Atkinson (atkinse@martinschools.org)

By When: Monthly

Building relationships and making connections is a key component to Palm City Elementary and our school community. One way that we will continue to build our school culture and environment will be through our PCE Spirit Days! Throughout the year, teachers, students, and staff will unite and celebrate one another, learn about character development, grow in ways that we can positively impact our environment, and commit to being Polite, Aware, Wise, & Safe. Wildcat our mascot will help us celebrate our school as we reach our PBIS goals.

Person Responsible: Elizabeth Atkinson (atkinse@martinschools.org)

By When: Quarterly

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All teachers at the school participate in Collaborative Learning Teams and follow the Professional Learning Community design questions. The first questions, "What do we want students to learn?" is critical. Teacher Clarity has a .84 effect size and according to Corwin, "...has the potential to double the speed of learning." In order for teachers to move to question 2, "How will we know when they have learned it?" teachers need to have an in depth understanding of what exactly they are teaching. Focusing on Teacher Clarity will provide the space for teachers to develop that understanding so they can create lessons and formative assessments that will increase student outcomes exponentially. This area of focus not only aligns with research about Teacher Clarity, but is provides opportunities to include other high-yield strategies in lesson design such as Classroom Discussions (.82), Direct Instruction (.59), and Effective/Corrective Feedback (.62). All of these strategies correlate to the FLDOE Practice Profiles which teachers will be learning more about this year and which will be used for school and district walkthroughs.

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

Ensuring teachers have clarity on precisely what the standards are asking students to know and do will help teachers plan lessons that will increase overall proficiency.
ELA Proficiency: 81% to 86%
Math Proficiency: 82% to 87%
Science Proficiency: 71% to 76%
We also expect that this strategy will ensure students are growing. While learning gains were not calculated from 2022-2023 data, we do now now much each cohort grew from PM1-PM3, therefore, the following measurable outcomes related to growth are anticipated.
Students will increase growth from PM1 to PM3:
Grade 4 ELA: 35 to 45
Grade 4 Math: 56 to 70
Grade 5 ELA: 31 to 35
Grade 5 Math: 73 to 75
3-5 Science Progress Monitoring Assessments

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

Lesson plans
Walkthroughs
CLTs
Progress Monitoring Data

Person responsible for monitoring outcome:

Lauren Rabener (rabenel@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

BEST Strategies to Support Tiered Instruction will be used to develop math interventions, remediation, and enrichment. STAR Math CBMs will be used to progress monitor math interventions.
Lexia Core 5 (per district approval) will be used to enrich, remediate, and intervene in reading.
Quick Reads will be used for fluency and comprehension.
Targeted Reading intervention will be used for K-2 phonological awareness and phonics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of the above listed interventions have a research-base and/or ESSA rating.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will develop a greater understanding of the Practice of Science standards as it relates to grade level Power Standards. This will start with the Science Leadership Team developing professional learning for grade level CLTs. CLTs and the Science Leadership Team will determine Power Standards, develop lessons and create activities to support this work, K-5.

Person Responsible: Crystal Hallee (halleec@martinschools.org)

By When: Monthly Core Team Meetings Weekly CLTs Walkthroughs Quarterly SIP Goal Updates

Teacher will increase clarity around The Scientific Method.

Person Responsible: Crystal Hallee (halleec@martinschools.org)

By When: Quarterly

Teachers will deepen knowledge and develop teacher clarity regarding the Mathematical Thinking and Reasoning Standards (MRES).

Person Responsible: Julia Garcia (garciaj1@martinschools.org)

By When: Quarterly

Teachers will deepen knowledge on how students learn to read by delving into research about the Science of Reading, specifically focusing on phonics (K-1) and comprehension (2-5).

Person Responsible: Amanda Moore (moorea1@martinschools.org)

By When: Quarterly

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 school-wide data some cohorts achieved high proficiency and high growth. That trend is achievable across all grade levels in ELA and math and may be accomplished through differentiation. Students at the school in grades 3-5 last year were 81% proficient, leaving 19% of our grades 3-5 population needing supplemental and/or intensive intervention. Although comparably this could be perceived as a low number, it is imperative that all students continue to grow, which means that during core instruction, teachers need to differentiate so that instruction can be adapted in response to the assessed needs of each student. Adapting to these unique needs provided the opportunity for all students to make learning gains, whether that means becoming an on-level learner or enriching learning for those already on and above level. The use of formative assessments has a .4 effect size and will be used to determine individual and group needs. Furthermore, Effective/Corrective Feedback has an effect size of .62 and while this strategy can be applied in whole group, it can be incredibly powerful when applied to student-teacher conferences and small group instruction. Teachers will participate in professional learning using research related to the Science of Reading, specifically focused on phonics (K-1) and comprehension (2-5). In math, professional learning for differentiation will focus on the use of the MREs and the Big M.

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

Ensuring teachers have clarity on precisely what the standards are asking students to know and do will help teachers plan lessons that will increase overall proficiency.
ELA Proficiency: 81% to 86%
Math Proficiency: 82% to 87%
Science Proficiency: 71% to 76%
We also expect that this strategy will ensure students are growing. While learning gains were not calculated from 2022-2023 data, we do now now much each cohort grew from PM1-PM3, therefore, the following measurable outcomes related to growth are anticipated.
Students will increase growth from PM1 to PM3:
Grade 4 ELA: 35 to 45
Grade 4 Math: 56 to 70
Grade 5 ELA: 31 to 35
Grade 5 Math: 73 to 75

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

Lesson plans
Walkthroughs
CLTs
Progress Monitoring Data

Person responsible for monitoring outcome:

Lauren Rabener (rabenel@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiation as an intervention will be in response to the distinct assessed skills and needs of individual learners as defined by FLDOE's Practice Profiles. Through professional learning around planning, teacher

will learn to plan for and execute differentiation in order to increase student access and opportunities to meet specific goals. Walkthrough feedback will be regularly collected, analyzed, and shared with teacher in order to increase this core components implementation. In addition, BEST Strategies to Support Tiered Instruction will be used to develop math interventions, remediation, and enrichment. STAR Math CBMs will be used to progress monitor math interventions. Lexia Core 5 (per district approval) will be used to enrich, remediate, and intervene in reading. Quick Reads will be used for fluency and comprehension. Targeted Reading intervention will be used for K-2 phonological awareness and phonics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Each of the above listed interventions have a research-base and/or ESSA rating.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will deepen knowledge and teacher clarity around the Mathematical Thinking and Reasoning Standards (MRES).

Person Responsible: Julia Garcia (garciaj1@martinschools.org)

By When: Quarterly

Teachers will increase clarity around conferring with mathematicians by learning more ways to formatively assess. They will continue to strengthen classroom discussions through the Solve and Share in order to increase mathematical discourse and create/maintain a learning environment that celebrates the productive struggle while providing effective/corrective feedback.

Person Responsible: Julia Garcia (garciaj1@martinschools.org)

By When: Quarterly

Teachers will develop background knowledge around the BEST Strategies to Support Tiered Instruction found within the BEST Instructional Guides.

Person Responsible: Julia Garcia (garciaj1@martinschools.org)

By When: Quarterly

Teachers will deepen knowledge on how students learn to read by delving into research on the Science of Reading and learning how to provide differentiated instruction in phonics (K-1 and 2, as needed) and comprehension in grades 3-5.

Person Responsible: Amanda Moore (moorea1@martinschools.org)

By When: Quarterly