FAU/SIcsd Palm Pointe Educational Research School @ Tradition School

2023-24

Schoolwide Improvement Plan (SIP)

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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

School Board Approval

This plan was approved by the FAU Lab Sch County School Board on 8/24/2023.

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.

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, 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
Perez, Kathleen	Principal	-responsible for overall school operations, student achievement, supervision of school staff, and implementation of the School Improvement Plan
Keelor, John	Assistant Principal	-responsible for supporting the ESE department/SWDs, MTSS academic interventions, and iSucceed's academic component
Newsome, Annette	Assistant Principal	-responsible for supporting the deans department/discipline, MTSS behavioral/academic interventions, PBIS, and iSucceed's discipline component
Markowitz, Dana	Assistant Principal	-responsible for supporting the school's professional learning plan, action research projects, MTSS academic interventions, and iSucceed's attendance component
Hartsfield, Jacqueline	Other	-responsible for leading the ESE department and supporting SWD
Jacobs, Marissa	Other	-responsible for leading the ESE department and SWD
Eshleman, Suzan	Other	-responsible for planning, coordinating, and implementing assessments at the school level
Apostolico, Maurizio	Instructional Technology	-responsible for supporting teachers in their use of instructional technology
Bois, Claudy	Dean	-responsible for supporting teachers' classroom management plans, PBIS, MTSS behavioral interventions, and enforcing the St. Lucie Public Schools' Code of Conduct
Bokhart, Emily	Other	-responsible for organizing MTSS academic intervention plans, implementing reading interventions, and communicating with families about student progress
Farrow, Carey	Math Coach	-responsible for supporting students and teachers in math instruction
Innamorato, Carmela	Instructional Coach	-responsible for supporting students and teachers in core subject area instruction
Perry, Alison	Reading Coach	-responsible for supporting students and teachers in literacy instruction
Rowley, Tiffany	School Counselor	-responsible for leading the school's counseling department, supporting Gr. 7-8 students, and serving as the school's Title IX McKinney Vento liaison

Name	Position Title	Job Duties and Responsibilities
Mosco, Kristen	School Counselor	-responsible for supporting Gr. K-1 students
Sparks, Rachel	School Counselor	-responsible for supporting Gr. 4-6 students
Kauffmann, Kailey	Other	-responsible for supporting teachers' classroom management plans, PBIS, MTSS behavioral interventions, and enforcing the St. Lucie Public Schools' Code of Conduct

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.

Each spring, the School Advisory Council (SAC), faculty and staff members are asked to provide feedback on the current year's SIP. They share strengths of the plan, as well as their recommendations for revisions. Each fall, the school hosts an open forum for interested stakeholders to participate in reviewing the spring recommendations, student assessment data, other district initiatives and brainstorming details related to areas of focus and supportive strategies. The leadership team refines these ideas and crafts the SIP draft, which is then shared with SAC for feedback and approval.

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))

At each monthly SAC meeting, members receive updates regarding progress related to the areas of focus and proposed action steps. Student data trends are also shared with SAC; individualized student progress is analyzed and discussed within leadership team and grade level team meetings.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	Yes
RAISE School	No

ESSA Identification *updated as of 3/11/2024	ATSI
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) Asian Students (ASN) Black/African American Students (BLK) 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	2	18	35	29	28	26	29	31	45	243
One or more suspensions	0	2	1	0	3	1	1	2	6	16
Course failure in English Language Arts (ELA)	0	1	7	9	0	0	0	1	1	19
Course failure in Math	0	3	14	13	0	0	0	1	4	35
Level 1 on statewide ELA assessment	0	9	2	3	12	10	19	16	21	92
Level 1 on statewide Math assessment	0	34	24	33	14	11	22	6	13	157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	23	42	46	50	45	50	61	53	376

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	0	21	29	31	20	18	24	23	32	198

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	2	3	1	1	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	1	0	2

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	31	40	31	24	17	23	38	43	41	288
One or more suspensions	1	1	0	1	0	1	7	1	10	22
Course failure in ELA	0	0	0	0	0	0	2	1	0	3
Course failure in Math	0	0	0	0	2	0	0	6	0	8
Level 1 on statewide ELA assessment	0	0	0	16	10	12	15	14	24	91
Level 1 on statewide Math assessment	0	0	0	13	14	34	13	13	7	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	5	3	0	7	2	1	22

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	1	0	1	12	11	18	18	14	14	89

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

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	31	40	31	24	17	23	38	43	41	288
One or more suspensions	1	1	0	1	0	1	7	1	10	22
Course failure in ELA	0	0	0	0	0	0	2	1	0	3
Course failure in Math	0	0	0	0	2	0	0	6	0	8
Level 1 on statewide ELA assessment	0	0	0	16	10	12	15	14	24	91
Level 1 on statewide Math assessment	0	0	0	13	14	34	13	13	7	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	5	3	0	7	2	1	22

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	1	0	1	12	11	18	18	14	14	89

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

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*	72	82	53	71	80	55	71		
ELA Learning Gains				64			65		
ELA Lowest 25th Percentile				49			52		
Math Achievement*	78	84	55	76	59	42	73		
Math Learning Gains				70			68		
Math Lowest 25th Percentile				61			61		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	71	82	52	64	81	54	69		
Social Studies Achievement*	89	92	68	90	73	59	84		
Middle School Acceleration	82	86	70	92	65	51	82		
Graduation Rate		100	74		77	50			
College and Career Acceleration		100	53		93	70			
ELP Progress	66	65	55	59	92	70	84		

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)	ATSI
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	696
Total Components for the Federal Index	10
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	40	Yes	2	
ELL	65			
AMI				
ASN	77			
BLK	74			
HSP	76			
MUL	75			
PAC				
WHT	80			
FRL	72			

	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	39	Yes	1	
ELL	58			
AMI				
ASN	87			
BLK	72			
HSP	69			
MUL	80			
PAC				
WHT	68			
FRL	68			

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	72			78			71	89	82			66
SWD	31			45			26	61			5	
ELL	61			71			41	80			6	66
AMI												
ASN	71			90			69				3	
BLK	68			67			58	89	78		6	
HSP	72			76			68	91	78		7	66
MUL	75			81			70		73		4	
PAC												
WHT	73			83			82	86	86		6	
FRL	66			73			63	85	78		7	70

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	71	64	49	76	70	61	64	90	92			59
SWD	21	37	39	39	55	57	12	52				
ELL	59	60	48	67	58	42	38	87				59
AMI												
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			62
MUL	75	65		88	76		74	100				
PAC												
WHT	72	65	44	75	68	54	57	92	87			
FRL	65	62	51	71	69	62	62	87	92			62

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	71	65	52	73	68	61	69	84	82			84
SWD	20	44	40	36	52	52	32	53				
ELL	53	50	38	60	66	53	33					84

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	68	71		76	64							
BLK	66	61	45	63	64	64	58	80	86			
HSP	71	63	48	70	67	57	68	88	84			75
MUL	83	68		78	79		72		90			
PAC												
WHT	71	67	59	78	68	61	73	81	78			
FRL	67	61	43	67	62	54	62	80	79			82

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	71%	79%	-8%	54%	17%
07	2023 - Spring	70%	76%	-6%	47%	23%
08	2023 - Spring	71%	74%	-3%	47%	24%
04	2023 - Spring	75%	81%	-6%	58%	17%
06	2023 - Spring	76%	81%	-5%	47%	29%
03	2023 - Spring	75%	79%	-4%	50%	25%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	87%	90%	-3%	54%	33%
07	2023 - Spring	32%	62%	-30%	48%	-16%
03	2023 - Spring	79%	84%	-5%	59%	20%
04	2023 - Spring	82%	87%	-5%	61%	21%
08	2023 - Spring	85%	88%	-3%	55%	30%
05	2023 - Spring	72%	79%	-7%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	73%	76%	-3%	44%	29%
05	2023 - Spring	72%	79%	-7%	51%	21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	89%	-5%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	100%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	92%	-2%	66%	24%

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.

Because seventh graders enrolled in Gr. 7 accelerated math courses completed the Gr. 8 math FAST PM assessments, Gr. 7 math showed the lowest performance, from 80% proficient in 2022 to 32% proficient in 2023.

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

From 2022 to 2023, the greatest decline was seen in Gr. 7 math, with a drop in proficiency from 80% to 32%. This was due to students enrolled in Gr. 7 accelerated math courses completing the Gr. 8 math FAST PM assessments, as opposed to the Gr. 7 assessment as they have done in previous years.

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.

2022-2023 data is currently not available within CIMS.

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

Gr. 5 and Gr. 8 science performance showed the most improvement, with overall proficiency increasing from 64% to 73%. New actions included the use of Penda Learning, a game-based and science standards-aligned digital curriculum and a renewed focus on targeting instruction to address standards of need.

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

Two areas of concern from the EWS data that will be addressed this year are students who are absent 10% or more days and those with a substantial reading deficiency.

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

The school's highest priorities include: student learning gains, third grade proficiency in reading and math, and Algebra proficiency/acceleration.

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

#1. 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 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.

As a subgroup, students with disabilities (SWD) are not achieving at the same rate as their grade level peers.
This is the subgroup that is the focus of ATSI support.

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 PM3, 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 and ESE specialists 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:

John Keelor (john.keelor@stlucieschools.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.)

In the What Works Clearinghouse Practice Guide, "Organizing Instruction and Study to Improve Student Learning," recommendations 2, 3, 4, and 7 are listed as Tier 3 Promising. These recommendations will be focus topics addressed in ESE department meetings and trainings and include: interleaving worked example solutions with problem-solving exercises; combining graphics with verbal descriptions; connecting and integrating abstract and concrete representations of concepts; and asking deep explanatory questions.

Additionally, the administrative team will work with instructional/literacy/math coaches to plan, design, and facilitate engaging, relevant professional learning 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 Intervention:
Explain the rationale for selecting this specific 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.

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 3 - Promising 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.

In addition to monthly department meetings, training and peer mentoring opportunities will also be provided for ESE teachers, paraprofessionals, and general education teachers. They will focus on differentiation, models of support, effective instructional strategies for SWDs, and data analysis.

Person Responsible: John Keelor (john.keelor@stlucieschools.org)

By When: September 2023 - May 2024

The school will delineate roles and responsibilities for general education teachers and those who provide support facilitation services. This information will then be shared and explained to the school's staff.

Person Responsible: John Keelor (john.keelor@stlucieschools.org)

By When: September 2023 - December 2023

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

Person Responsible: John Keelor (john.keelor@stlucieschools.org)

By When: September 2023 - May 2024

Tutoring and mentoring opportunities for identified SWDs will be expanded.

Person Responsible: John Keelor (john.keelor@stlucieschools.org)

By When: October 2023 - April 2024

#2. 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.

A schoolwide iSucceed plan will establish an equitable, safe, and positive culture and environment, 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 2024, 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:
Annette Newsome (annette.newsome@stlucieschools.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.)

In the What Works Clearinghouse Practice Guide, "Reducing Behavior Problems in the Elementary School Classroom," recommendations 1-5 are listed as Tier 3 Promising. These recommendations are embedded within the school's iSucceed plan and include: identifying the specifics of the problem behavior and the conditions that prompt and reinforce it; modifying the classroom learning environment to decrease problem behavior; teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate; drawing on relationships with professional colleagues and students' families for continued guidance and support; and assessing whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implementing ones shown to reduce negative and foster positive interactions.
These evidence-based strategies, 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 Intervention:
Explain the rationale for selecting this specific strategy.

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

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 3 - Promising 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 school will routinely monitor student indicators including attendance, grades, and conduct.

Person Responsible: Annette Newsome (annette.newsome@stlucieschools.org)

By When: August 2023 - May 2024

The school's leadership team will launch a mentoring program where members meet regularly with identified students and their families to discuss progress toward individual goals, which can aim to improve attendance, grades, and/or conduct.

Person Responsible: Annette Newsome (annette.newsome@stlucieschools.org)

By When: August 2023 - May 2024

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

Person Responsible: Annette Newsome (annette.newsome@stlucieschools.org)

By When: August 2023 - May 2024

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

Person Responsible: Annette Newsome (annette.newsome@stlucieschools.org)

By When: August 2023 - May 2024

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: Annette Newsome (annette.newsome@stlucieschools.org)

By When: August 2023 - May 2024

#3. 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.

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:

Dana Markowitz (dana.markowitz@stlucieschools.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.)

In the What Works Clearinghouse Practice Guide, "Improving Reading Comprehension in Kindergarten Through 3rd Grade," recommendation 1 (Teach students how to use reading comprehension strategies.) is listed as Tier 3 Promising. In the Practice Guide, "Improving Mathematical Problem Solving in Grades 4 Through 8," recommendations 2-3 (Assist students in monitoring and reflecting on the problem-solving process and teach students how to use visual representations.) are listed as Tier 1 Strong. These recommendations will be integrated within teacher CLP sessions throughout the school year.

Additionally, the administrative team will work with instructional/literacy/math coaches to plan, design, and facilitate engaging, relevant professional learning 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.

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

Examining grade-specific subject area assessment scores, as well as teacher and parent feedback, it is evident that teachers need continued development in designing standards-based instruction that also targets specific student needs and maximizes instructional time. If teachers are provided with support in planning instruction focused on the B.E.S.T. Standards and student data, then they will have the necessary skills to select appropriate resources, implement differentiated instructional practices, organize small group instruction, and increase student achievement.

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 school will involve teachers in ongoing data analysis to inform instruction, as evidenced by FAST/ STAR progress monitoring data, diagnostic results, Leveled Literacy Intervention progress, district assessment scores, etc.

Person Responsible: Dana Markowitz (dana.markowitz@stlucieschools.org)

By When: August 2023 - May 2024

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

Person Responsible: Dana Markowitz (dana.markowitz@stlucieschools.org)

By When: August 2023 - May 2024

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

Person Responsible: Dana Markowitz (dana.markowitz@stlucieschools.org)

By When: August 2023 - May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Palm Pointe Educational Research School at Tradition is one of two schools within the FAU Lab School District and uses its school improvement funding allocation to support its students as part of the Positive Culture and Environment area of focus. Additional interventions and activities included within the outlined areas of focus will be funded through other sources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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 impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Each year, this plan is posted on our school's homepage (https://tradition.fau.edu/) and linked to a specific webpage (https://tradition.fau.edu/students-and-parents/parental-involvement-plan/). A summary document is also posted there in English, Spanish and Haitian Creole. Copies of the summary document, as well as details on where to download the full plan, are sent home with students in September within their Wednesday school-home communication folders. This information is also shared at our SAC meeting and posted on our school's Facebook page. Progress related to SIP areas of focus is shared at monthly SAC meetings and recorded in the council's minutes.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Each spring, the school surveys staff and families on a variety of topics, including family involvement. Results are used to formulate our Parent and Family Engagement Plan (PFEP), and SAC provides feedback in the fall. This PFEP is posted on our school's homepage (https://tradition.fau.edu/) and linked to a specific webpage (https://tradition.fau.edu/students-and-parents/parental-involvement-plan/). The plan is also posted there in English, Spanish and Haitian Creole. Copies of the plan are sent home with students in September within their Wednesday school-home communication folders. This information is also shared at our SAC meeting and posted on our school's Facebook page. Grade level teams plan and facilitate PFEP events during the first semester to inform their students' parents of the grade level standards, curriculum, assessments, and strategies that they can use to help at home. A conference night is also held during the first semester and student-led conferences are planned for the second semester, to inform families of their child's progress. These PFEP event details are shared at monthly SAC meetings and recorded in the council's minutes.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Palm Pointe will implement recommendations from the What Works Clearinghouse Practice Guides, in addition to guidance from FAU Lab Schools and St. Lucie Public Schools (SLPS) districts. The Instructional Practice area of focus addresses the school's plan to provide targeted support to teachers in standards-based planning and instruction, as well as using data to drive instructional decisions. Palm Pointe utilizes the same curriculum and scope and sequence as SLPS.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan was developed in coordination with the school's stakeholders and in consultation with its partner districts, FAU Lab Schools and SLPS. The plan supports the school's Title I and Title IX McKinney Vento programs and integrates activities and resources approved and funded through federal and state grants.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling and school-based mental health services as outlined in its Mental Health Assistance Allocation Plan. Four school counselors and one school-based mental health counselor provide support, resources, and interventions to identified students in need. These supports are integrated into the school's Positive Culture and Environment area of focus.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Palm Pointe only serves students in kindergarten through eighth grade.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through its implementation of PBIS, CHAMPS, Single School Culture, school safety protocols, MTSS behavioral interventions, problem solving team process, and iSucceed program, the school is able to prevent and address problem behavior. These supports are integrated into the school's Positive Culture and Environment area of focus.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Palm Pointe will involve teachers in ongoing data analysis to inform instruction, as evidenced by FAST/ STAR progress monitoring data, diagnostic results, Leveled Literacy Intervention progress, district assessment scores, etc. Throughout the school year, the school will facilitate Collaborative Learning and Planning (CLP) sessions, as well as additional professional learning opportunities focused on the standards, curriculum resources, and other best practices. The school will utilize various funding sources to provide professional learning sessions, resources, and/or coverage for coaching cycles, learning, planning, and assessment analysis purposes. These plans are integrated into the school's ESSA Subgroup and Instructional Practice areas of focus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Palm Pointe only serves students in kindergarten through eighth grade.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$406.91
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0020 - FAU/Slcsd Palm Pointe Research School	School Improvement Funds		$406.91
			Notes: To support the Positive Culture and Environment Area of Focus, 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. The school's School Improvement Plan was approved by its School Advisory Council on August 24, 2023.			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$0.00
					Total:	$406.91

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No