

2021-2022 YEARBOOKS

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***Yearbooks will be delivered to students during the last week of May.*



Palm Pointe Educational Research School @ Tradition

Parent and Family Engagement Policy/Plan: 2021-2022

Palm Pointe is committed to involving parents and community members in school activities and meetings to promote effective relationships, form a strong school-home partnership, and increase student achievement.

Mission Statement

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

Involvement of Parents and Community

- Palm Pointe will offer a variety of parent and family engagement events to strengthen its school-home partnership and to involve the community in students' education, including curriculum events, recognition events, and information sessions.
- Parents may serve on the School Advisory Council (SAC). If interested, please contact the school at (772) 345-3245.
- Members of SAC engage in a review of the School Improvement Plan and the Parent and Family Engagement Plan, and all parents are provided the opportunity to give feedback through an annual survey.
- Parents will receive a Title I Parent Involvement/Satisfaction Survey in the spring of 2022 to provide feedback on programs and events offered throughout the 2021-2022 school year, in addition to individual evaluation forms supplied at events.

Coordination and Integration

- Exceptional Student Education and IDEA
- Title IX (McKinney Vento Act - Homeless Education)
- Early Childhood/Kindergarten Blast-Off

Virtual Title I 'Parent Meeting'

- The annual Title I/Title IX meeting will be presented virtually, as part of the 21-22 PPE Classroom Companion Series first installment. A recorded version of the Title I/Title IX presentation will be available on the school's website and YouTube channel on 9/29/2021, with an active Forms link to collect questions.
- The recorded meeting will be advertised through grade level communication, flyers, and the school's social media.

Parents' Right to Know

- Parents/guardians may request information regarding the professional qualifications of teachers and staff who work with their child. Please call the school at (772) 345-3245 or email Rachel.Koenig@stlucieschools.org for more information.

Flexible Parent Meetings & Conferences

- Parent and family engagement events and meetings will be scheduled at varied dates and times and will be presented in a format which reflects current health and safety guidelines. This may include virtual events, when in-person events have not yet resumed.
- Presentation materials will be made available for families who are unable to attend scheduled meetings via the school website or provided through email or other digital platforms.
- Parents may request a parent-teacher conference to discuss academic and/or behavior progress and concerns at a time which is mutually convenient for all involved parties. Conferences are one of the most important ways parents/guardians and teachers can work together as a team and discuss strategies that can be implemented at home. An interpreter can be available upon request.

Building Capacity

- A variety of parent and family engagement activities designed to promote effective school/home partnerships and improve understanding of curriculum and assessments may occur during the 2021-2022 school year. Events will be offered in a format which reflects the most current health and safety guidelines. Examples of events are included below:
 - Grade Level and Grade Band Events
 - Title I funds have been allotted for teachers to plan, prepare, and facilitate parent and family engagement activities throughout the year. Examples include trivia/game nights, data sessions, and themed curriculum support events.
 - Middle School Matters Orientation Session – held in May
 - School-Wide and/or Grade Band events focused on content and supporting learning at home – Literacy Week
 - Community Events – subject to health and safety recommendations
 - Breakfast with Santa
 - Volunteer Orientation
 - Cultural Heritage Breakfast
 - Book Fair
 - Winter Music Performance
 - School Curriculum-Based Events
 - Kindergarten Blast-Off
 - Classroom Companion Monthly Series
 - Middle School Spring Art Show
- Staff development opportunities are provided to improve effective communication with parents and promote positive and school/home partnerships.

Communication

- Information related to curriculum, assessment, and academic progress is sent to and shared with the parents of participating children in a timely manner.
 - Weekly Communication from Teachers
 - Information Sessions and Workshops
 - Progress Reports and Report Cards
 - Parent-Teacher Conferences
- Translation services are available upon request.
- Parents will have the opportunity to review and provide feedback on the Parent and Family Engagement Policy/Plan at the end of the academic year.

Accessibility

- Palm Pointe will make certain that information related to curriculum, assessment, and academic progress is sent to and shared with the parents of participating children in a timely manner, in an understandable format, and to the extent practicable, in a language the parents can understand, including English, Spanish, and Creole.
- Whenever possible, informational flyers, adverts, permission slips, etc. will be sent to families digitally through email or posted on the school's website. Graded work will be sent home once weekly.
- Information pertinent to large groups, such as school-wide happenings or grade band activities, will be advertised on the school's social media, website, and/or through a School Messenger phone alert.
- Presentation materials will be provided on the school website for those who are unable to attend events. Material from family engagement events will also be available upon request from the Title I liaison, or the facilitating teacher/grade level.

Palm Pointe's Website: <http://tradition.fau.edu/>

Follow Palm Pointe on Facebook: Palm Pointe regularly posts daily updates, classroom activities, and important information on our official Facebook page. Visit Palm Pointe Educational Research School at Tradition on Facebook and click the "like" tab to follow our updates. You can also find our page by searching PalmPointeK8 while on Facebook.



Palm Pointe Educational Research School @ Tradition

10680 Academic Way, Port Saint Lucie, FL 34987

(772) 345-3245

A Visionary Partnership between Florida Atlantic University and Saint Lucie Public Schools

PARENT/GUARDIAN OPT OUT FORM

Title of Research Study: Development of the Student Engagement in Social-Emotional Learning Skills (SE-SELS) Survey:
An Assessment Tool to Measure Students' Use of SEL Skills

Palm Pointe Educational Research School at Tradition is a developmental research school. Part of the schools' missions aims to support research conducted by FAU researchers and other universities, public schools, the private sector, as well as school-wide action research projects.

The purpose of this study is to validate the Student Engagement in Social-Emotional Learning Skills (SE-SELS) survey, which was created to measure students' use of social emotional learning (SEL) skills. The SE-SELS survey can be used to gauge how frequently students report engaging in behaviors surrounding the Collaborative for Academic, Social and Emotional Learning's (CASEL) five core competency areas: self-awareness, social awareness, self-management, relationship skills and responsible decision making.

Students in grades 6-8 at Palm Pointe Educational Research School will complete the SE-SELS survey **one time over a two-week period beginning October 25, 2021. The 20-item survey will be provided to them electronically by their school counselor and should take no more than ten minutes to complete.** There is minimal risk associated with your child participating in this study.

If you have any questions, please feel free to contact your child's school counselor at Palm Pointe or the Primary/Co Investigators (Dr. Melissa Mariani, mmarian5@fau.edu and Lilia Farmanara-Kneidel, lfarmanara2019@fau.edu). Students will be asked if they understand what they are being asked to do and be able to ask questions before providing verbal assent.

As always, the decision to allow your child to participate in these research projects or not is up to you and will not affect your child's grades or standing within the school.

If you would **not** like your child to participate in the study, please complete the bottom portion of this form and return it to your child's school counselor no later than October 22, 2021. **You do not need to return this form if you would like your child to participate.**

PARENT/GUARDIAN OPT OUT FORM

Child's name (please print) _____ Grade _____

I have read this form and do **not** grant permission for my child to participate in this study.

Parent/legal guardian signature _____ Date _____

You do not need to return this form if you would like your child to participate.



Palm Pointe's 2021-2022 School Improvement Plan Summary

Palm Pointe'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!

2021-2022 School Improvement Goal: If Palm Pointe focuses on addressing students' social-emotional learning needs and strengthening best teaching practices with data-driven differentiation, high-quality curriculum, and instructional support, then students will be goal-oriented, have emotional well-being, and be accountable to learning aligned to the depth and rigor of the standards, resulting in gains for all.

Area of Focus 1: Teachers are continuing to deepen their knowledge of how to design and implement data-driven differentiated instruction with accountability, aligned to the depth and rigor of the Florida Standards/B.E.S.T. Standards and utilizing newly adopted, high-quality curriculum materials.

- **Rationale:** Examining grade-specific ELA and Math Florida Standards Assessment scores, as well as teacher and parent feedback, it is evident that teachers need continued development in designing instruction based on data which targets specific student needs and maximizes instructional time. Additionally, with gradual implementation of the B.E.S.T. Standards and newly adopted ELA curriculum materials, teachers need support in planning standards-based instruction utilizing these high-quality resources. If teachers can easily access and interpret student performance data, then they will be better equipped to identify students' targeted instructional needs, and better able to provide students with concrete feedback related to their strengths and areas of growth. Teachers will have the necessary data and skill to select appropriate resources, implement differentiated instructional practices, and organize small group instruction. Teachers will also be able to guide students in setting goals and tracking progress related to the standards, improving academic accountability over time.
- **Action Plan:**
 - The school will involve teachers in ongoing data analysis to inform instruction, as evidenced by lagging state assessment data, i-Ready results, Leveled Literacy Intervention progress, unit assessments scores, etc.
 - The school will designate data collection windows and provide resources to administer assessments and examine student assessment outcomes.
 - Throughout the school year, the school will facilitate collaborative learning sessions and professional development opportunities geared toward differentiation, standards-based instruction, curriculum resources, and other best practices.
 - The school will utilize various funding sources to provide professional development sessions, resources, and/or coverage for learning, planning, and assessment analysis purposes.
 - Teachers will provide timely, actionable feedback and guide students in tracking progress from formative assessments including goal-setting and communicating individual achievement.
 - The school will provide teachers with professional learning and support focused on formative assessments and engaging in the feedback cycle, as well as resources for teachers and students to track progress toward learning goals.

Area of Focus 2: Many students are facing academic challenges related to the pandemic, especially those entering kindergarten, transitioning to third grade, and returning to the traditional learning model from the virtual setting; students need additional instructional supports to bridge learning gaps.

- **Rationale:** Lagging data indicate that many students are struggling academically and not making adequate progress or learning gains, particularly in ELA and those previously identified as having substantial reading deficiencies. New kindergarteners, many of whom may not have participated in an in-person pre-kindergarten program last year, need additional support to acclimate to classroom environments and the rigors of standards-based instruction. If students are provided differentiated instructional support that addresses their individualized needs, then they will be able to demonstrate increased proficiency in the academic subjects.
- **Action Plan:**
 - New positions were created at the school, including two general education paraprofessionals and one full-time interventionist. These staff members, along with the school's three additional part-time interventionists, will focus on providing targeted academic support to students.

- Quarantine-support teachers will be available to provide after-school tutoring assistance to identified students working virtually from home.
- Before-school tutoring will be offered to identified students in need of extra support.
- A renewed focus on parent-teacher partnerships will be established, with the expectation that teachers communicate with all homeroom students' families within the first month of school, maintain regular contact with parents throughout the school year, and communicate details related to student academic progress.
- Family involvement events will focus on strategies parents can use to support their children at home.
- Incentives will be available to students to support schoolwide and grade level plans and events.
- Tier 2 and Tier 3 intervention support will be provided with fidelity to identified students and progress monitoring data will be regularly analyzed to determine whether students are responding to the intervention.
- Students will receive Tier 1 remediation or enrichment instruction during MTSS (Gr. K-5) and Research (Gr. 6-8) schedule blocks.
- The school will support teachers in the collaborative planning process, ensuring that instructional units and daily lessons embed formative assessment strategies, differentiation practices, engage students, and are aligned to the depth of the targeted standard(s).

Area of Focus 3: Students are experiencing challenges related to the pandemic; students need additional social-emotional supports to navigate and overcome current obstacles.

- **Rationale:** If students have more individualized support, as well as purposeful social-emotional learning (SEL) experiences and instruction, then they will be able to effectively manage and apply the knowledge, attitudes, and skills necessary to cope with challenges, understand their emotions, feel and show empathy, and maintain positive relationships. This will also result in classroom environments more conducive to tolerance, multiple viewpoints, and a focus on learning.
- **Action Plan:**
 - Additional staff members were added to the guidance department, reducing the counselor-to-student ratio on campus. Four school counselors and one full-time, school-based mental health counselor will be available to address students' needs more readily during the 21-22 school year.
 - Quarantine-support teachers will be available to provide tutoring assistance to identified students working virtually from home. As part of their role, these teachers will also establish lines of communication with identified students' families and direct them to pertinent community resources.
 - A renewed focus on parent-teacher partnerships will be established, with the expectation that teachers communicate with all homeroom students' families within the first month of school and maintain regular contact with parents throughout the school year.
 - The school will continue to deepen its understanding and implementation of SEL competencies through professional development, restorative practices, relevant supportive resources, and SEL structures/programs, including daily morning meet-ups/community circles, the Sanford Harmony curriculum (Gr. K-5) and the Lion's Quest curriculum (Gr. 6-8).
 - The school's Social and Emotional Learning (SEL) committee will continue to provide teachers with training, support, and resources to build teachers' knowledge of the five social-emotional learning competencies and their ability to implement activities across learning settings, such as daily community circles, along with specific targeted social-emotional learning experiences. The committee will comprise of the school counselors, school-based mental health counselor, grade band teacher representatives, and an administrator.
 - Incentives will be available to students to support schoolwide and grade level plans and events.
 - Student climate surveys will be deployed twice each year. The SEL committee will analyze the results, formulate an action plan to share with the staff, and monitor the plan's implementation.
 - Staff climate surveys will be deployed twice each year. The administrative team will analyze the results, formulate an action plan to share with the staff, and monitor the plan's implementation.

Approved by Palm Pointe's School Advisory Council on August 26, 2021