## ST. LUCIE COUNTY PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

| School Name: <br> Palm Pointe Educational Research School | Grade Levels Served: <br> K-8 | District: St. Lucie County Public Schools |
| :--- | :--- | :--- |
| Principal and Address of the School: <br> Debra Snyder <br> 10680 Academic Way Port Saint Lucie, Florida 34987 | The School Advisory Council <br> membership is in compliance: <br> $\square Y e s ~$ <br> $\square$ | Interim Superintendent: Genelle Yost <br> Date of School Board Approval: <br> $10 / 8 / 2013$ |
| School Mission Statement: <br> Palm Pointe is an educational research school with a unique partnership between FAU/SLCSD. We will provide all students <br> opportunities to reach their full potential, through utilizing research, developing challenging and relevant work, establishing <br> school, home and community partners. | SAC Chair: <br> Andrea Tang |  |
| School Vision Statement: |  | SAC Secretary Name: <br> Shelly Morgan |
| Describe the involvement of the SAC in the development of this SIP: <br> The SAC membership assisted in the preparation, implementation <br> and evaluation of the SIP. | How will the SAC be involved in the evaluation of the SIP throughout the <br> school year? <br> A calendar has been created for all meetings. Each sub committee <br> will renort proaress toward SIP aoals. |  |

## PART II: DATA ANALYSIS: FCAT/EOC Trend Data and Increasing Student Achievement

School Grade, AMO, and FCAT trend data are included in this section, along with disaggregated data by grade level for reading, mathematics, science, writing, and social studies.

| Grade | Grade | Grade | Grade | Grade |
| :---: | :---: | :---: | :---: | :---: |
| 2013 | 2012 | 2011 | 2010 | 2009 |
| A | A | A | A | A |

The following links will open in a separate browser window. The data should be used to inform the problem-solving process when writing goals.

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

## READING

## 2013-2014 Reading goals as measured by FCAT

1. $78 \%$ ( 759 ) of the students will score a 3 or higher.
2. $46 \%(448)$ of the students will score a 4 or 5 .
3. $75 \%(730)$ of the students will make learning gains.
4. $76 \%(183)$ of the students in the lowest $25 \%$ will make learning gains.

## 2012-2013 Reading FCAT comparison

1. Level 3 or higher $\quad 73 \%$ (702)
2. Level 4 or 5 41 \% (394)
3. Learning gains $\quad 70 \%$ (673)
4. Lowest $25 \%$ making gains $71 \%$ ( 171 )

## 2013-2014 Reading goals for specific subgroups

By June 2014, each sub-group will increase the number of students who are proficient in reading in accordance with the Annual Measurable Objective:

American Indian (n/a \%) n/a, Asian (76 \%) 16 , Black/African American (77 \%) $\underline{146}$, Hispanic (75 \%) $\underline{225}$, White (78 \%) $\underline{331}$, English Language Learners (64 \%) 8 , Students with Disabilities ( $59 \% \underline{47}$, Economically Disadvantaged (73 \%) 404.

In June 2013, the current level of performance of students who scored proficient in reading:
American Indian (n/a \%) n/a, Asian (82 \%) 15 , Black/African American (67 \%) 141, Hispanic (70 \%) 208, White (79 \%) 335,
English Language Learners (44 \%) $4 \quad$, Students with Disabilities (45 \%) 44 , Economically Disadvantaged (67 \%) 364.

For schools with grades 6-12, describe how the school ensures every teacher contributes to the reading improvement of every student:
Middle school teachers have been trained in Response to Literature and integrating reading through the content areas. Coaches and administration support middle school teachers with continuous professional development aligned to Common Core ELA Standards. In addition, teachers facilitate an enrichment period offering students support in reading in content areas. Students practice independent reading and teachers conference with students offering feedback regularly.

## Mathematics

## 2013-2014 Mathematics goals as measured by FCAT

1. $76 \%(739)$ of the students will score a 3 or higher.
2. $43 \%(418)$ of the students will score a 4 or 5 .
3. $78 \%(759)$ of the students will make learning gains.
4. $69 \%(168)$ of the students in the lowest $25 \%$ will make learning gains.

## 2012-2013 Mathematics FCAT comparison

1. Level 3 or higher 71 \% (692)
2. Level 4 or 5 38 (379)
3. Learning gains $73 \quad \%$ (711)
4. Lowest $25 \%$ making gains $64 \quad \%$ (156)

## 2013-2014 Algebra goals as measured by EOC

1. $100 \%$ ( 69 ) of the students will score a 3 or higher.
2. $82 \%(57)$ of the students will score a 4 or 5 .

## 2012-2013 Algebra EOC comparison

1. Level 3 or higher $100 \%$ ( 44)
2. Level 4 or 5 82 $\%$ ( 36 )

## 2013-2014 Geometry goals as measured by EOC

1. $\mathrm{n} / \mathrm{a} \%(\quad)$ of the students will score a 3 or higher.
2. $\mathrm{n} / \mathrm{a} \%(\quad)$ of the students will score a 4 or 5 .

## 2012-2013 Geometry EOC comparison

1. Level 3 or higher $\qquad$ \% ( )
2. Level 4 or 5 $\qquad$ ( )

## 2013-2014 Mathematics goals for specific subgroups

By June 2014, each sub-group will increase the number of students who are proficient in mathematics in accordance with the Annual Measurable Objective:
American Indian (n/a \%)__, Asian (97 \%) $2 \underline{20}$, Black/African American (73 \%) $\underline{137}$, Hispanic (74 \%) $\underline{221}$, White (78 \%) $\underline{363}$, English Language Learners (67 \%) 8 , Students with Disabilities (57 \%) 45 , Economically Disadvantaged (72 \%) 398.

In June 2013, the current level of performance of students who scored proficient in mathematics:
American Indian (n/a \%) __, Asian (94 \%) 18 , Black/African American (62 \%) $\underline{130}$, Hispanic (71 \%) $\underline{211, ~ W h i t e ~(75 ~ \%) ~} \underline{318 \text {, }, ~}$ English Language Learners (56 \%) $\underline{31}$, Students with Disabilities (39 \%) 38 , Economically Disadvantaged ( $66 \%$ ) $\underline{358}$.

## Science

## 2013-2014 Science Goals as measured by FCAT

1. $75 \quad \%(238)$ of the students will score a 3 or higher.
2. $49 \quad \%(155)$ of the students will score a level 4 or 5 .

## 2013-2014 Biology Goals as measured by EOC

1. $\qquad$ $\% ~(\quad)$ of the students will score a 3 or higher.
2.__ $\%$ ( ) of the students will score a level 4 or 5.

## STEM (Science, Technology, Engineering and Mathematics) Goal

STEM SMART Goal(s):
Based on school-wide data, out of _522_ middle school students, there are $19 \%$ (99) currently enrolled in elective programs supporting stem initiatives.

## Writing

2013-2014 Writing goals as measured by FCAT

1. $90 \quad \%(326)$ of the students will score proficient in writing.

## Social Studies

## 2013-2014 Civics goals as measured by EOC

$1 . \quad \%(\quad)$ of the students will score a 3 or higher.
2._ $\%$ ( ) of the students will score a level 4 or 5.

2013-2014 US History goals as measured by EOC

1. $\quad \%$ ( ) of the students will score a 3 or higher.
2. $\quad \%(\quad)$ of the students will score a level 4 or 5.

## 2012-2013 Science FCAT Comparison

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1. Level 3 or higher 70 % ( 198)
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1. Level 3 or higher 70 % ( 198)
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2. Level 4 or. 5 44 % ( 127)
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\section*{2012-2013 BIO EOC Comparison \\ 1. Level 3 or higher \\ \(\qquad\) \(\%\) ( ) \\ 2. Level 4 or 5 \\ \% ( ) \\ ) \\ 2012-2013 BIO EOC Comparison \\ 2. Level 4 or 5}

\section*{Florida Alternative Assessment}

Do not report on this section if fewer than ten students on FAA.
2013-2014 Reading goals as measured by the FAA
1. \(18 \quad \%\) ( 2 ) of the students will score a 4, 5 or 6 in Reading.
2. \(64 \quad \%(7)\) of the students will score a 7 or above in Reading.
3. \(64 \quad \%(7)\) of the students will make Learning Gains in Reading.
4. 75 \(\%(3)\) of the Lowest \(25 \%\) of the students will make learning gains.

\section*{2012-2013 FAA Reading comparison}
1. Level 4, 5, or \(6{ }^{8} \%(1)\)
2. Level 7 or higher 50 ( 6 )
3. Learning gains \(50 \quad \%\) ( 6 )
4. Lowest \(25 \%\) making gains 50 ( 2 )

\section*{2013-2014 Mathematics goals as measured by the FAA}
1. \(33 \quad \%(4)\) of the students will score a 4,5 or 6 in Mathematics.
2. 33 \(\%(4)\) of the students will score a 7 or above in Mathematics.
3. 64 \(\%(7)\) of the students will make Learning Gains in Mathematics.
4. 50 \% (
2) of the Lowest \(25 \%\) of the students will make learning gains.

2013-2014 Science goals as measured by the FAA
1. \(\underline{n / a} \%(\quad)\) of the students will score a 4,5 or 6 in Science.
2. n/a \(\%(\quad)\) of the students will score a 7 or above in Science.

\section*{Comprehensive English Language Learning Assessment Goals:}

\section*{Do not report on this section if fewer than ten students on CELLA.}

\section*{English Learners speak in English and understand spoken English at grade level}
1. 62 \% (29) Students will score proficient in Listening/Speaking as measured by

CELLA
2. 45 \% (21) Students will score proficient in Reading as measured by CELLA
\(\qquad\) \% \% ( 22 ) ) Students will score proficient in Writing as measured by CELLA

\section*{2012-2013 CELLA Proficiency}
1. Listening/Speaking 57 \% (31)
2. Reading \(35 \quad \%(19)\)
3. Writing 42 \% ( 23 )

\section*{Dropout Prevention}

\section*{Attendance}
1. The Attendance rate will increase by \(\qquad\) \(.3 \%\).
2. Students with excessive absences will decrease by __ \(5 \%\). (Defined as 10 or more absences)
3. Students with excessive tardies will decrease by \(\qquad\) 5 \%. (Defined as 10 or more tardies)

\section*{Suspension}
1. The In-School Suspension rate will decrease by __ \(3 \%\).
2. The total number of students suspended In-School will decrease by \(3 \quad \%\).
3. The Out-of-School Suspension rate will decrease by \(\qquad\) \(5 \%\).
4. The total number of students suspended Out-of-School will decrease by \(\qquad\) 5 \(\%\).

\section*{Parent Involvement}
1. Parent involvement will be increased by __ \(5 \%\) (unduplicated).

\section*{2013 Attendance Rates}
1. Current attendance rate _ \(98 \%\)
2. Current number of students with excessive absences 133
3. Current number of students with excessive tardies 160

\section*{2013 Suspension Rates}
1. Total number of In-School Suspensions 292
2. Total number of students suspended In-School 138
3. Total number of Out-of-School Suspensions \(\qquad\) 38
4. Total number of students Suspended Out-of-School \(\qquad\) 38

\section*{2013 Parent Involvement Rates}
1. Total number of parents involved in school improvement activities 750 (unduplicated).

\section*{Health and Wellness Programs}
\begin{tabular}{|c|c|}
\hline \multicolumn{2}{|l|}{\begin{tabular}{l}
Violence Prevention and Safety Programs \\
The school will have an active safety committee. Fire, lockdown, and AED drills will be performed at regular intervals.
\end{tabular}} \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
Student Nutrition Programs \\
The school meal program shall meet all Federal regulations of the Healthy Hungry Kids Act of 2010 and the cafeteria manager will enst
\end{tabular}}} \\
\hline & \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
Physical Education Plan \\
Students participate regularly in physical activity.
\end{tabular}}} \\
\hline & \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
Staff Wellness \\
The school shall offer opportunities for physical activity on campus (i.e. exercise classes, walking paths, staff sports, etc.)
\end{tabular}}} \\
\hline & \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
Alcohol, Tobacco and other Drugs Prevention \\
The school will enforce the No Smoking policy on campus for students, staff, and visitors.
\end{tabular}}} \\
\hline & \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
Health Services \\
The school will ensure that all restrooms and water fountains are clean and in good working order and that the water supply is safe to d
\end{tabular}}} \\
\hline & \\
\hline
\end{tabular}

\section*{PART III: MTSS Implementation}

\section*{Describe how the Core PST functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?}

The Core PST team meets quarterly to review academic and behavioral school-wide data. Areas for improvement are identified and action nlans are develoned. Resources are identified. Core PST team members meet with arade-level teams durina data meetinas to review Describe the data resource(s) and the data management system(s) used to summarize data at each tier.
FCAT data is used to identify possible T2 students. Students are then assessed and monitored using EasyCBM and district progress monitoring tools. Interventionist track students using program tracking tools and present information to grade-level PST teams and instructional coaches. Instructional coaches monitor student growth and recommend placement and research-based interventions.

\section*{Describe the plan to train staff on MTSS.}

District MTSS Specialists, School Psychologists, Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures;
Support and training will be provided at individual grade level meetings as needed.

\section*{Describe the plan to support MTSS.}

Ongoing efficient facilitation and accurate use of a problem solving process to support planning, implementing, and evaluating the effectiveness of services.
\begin{tabular}{|c|l|l|l|}
\hline & \multicolumn{1}{|c|}{ Tier I Strategies } & \multicolumn{1}{|c|}{ Tier II Strategies } & \multicolumn{1}{c|}{ Tier III Strategies } \\
\hline Literacy & \begin{tabular}{l} 
Whole Group Instruction aligned to \\
CCSS and 3-8 NGSS
\end{tabular} & \begin{tabular}{l} 
RTI-designated time to provide \\
remediation and enrichment K-5.
\end{tabular} & \begin{tabular}{l} 
Very small group, intensive reading intervention \\
strategies relying on data to determine specific \\
student needs.
\end{tabular} \\
\hline Mathematics & \begin{tabular}{l} 
Whole Group Instruction aligned to \\
CCSS and 3-8 NGSS
\end{tabular} & \begin{tabular}{l} 
K-5 Soar to Success; Small group \\
instruction; 6-8 Voyager Math; \\
Small group instruction
\end{tabular} & \\
\hline Science & \begin{tabular}{l} 
Whole Group Instruction aligned to \\
NGSS
\end{tabular} & & \\
\hline \begin{tabular}{c} 
Social \\
Studies
\end{tabular} & \begin{tabular}{l} 
Whole Group Instruction aligned to \\
NGSS
\end{tabular} & \begin{tabular}{l} 
Positive Behavior Support \\
SLC Code of Conduct
\end{tabular} & FBA \\
\hline Behavior & \begin{tabular}{l} 
Positive Behavior Support \\
SLC Code of Conduct
\end{tabular} & \\
\hline
\end{tabular}

\section*{PART IV: BUDGET}

\section*{Professional Development (PD) aligned with strategies through Professional Learning Community (PLC) or PD Activity}

Each strategy must be aligned with one or more goals listed previously.
\begin{tabular}{|l|l|l|l|l|l|l|l|}
\hline \multicolumn{1}{|c|}{\begin{tabular}{c} 
PD Content or \\
PLC Focus
\end{tabular}} & \multicolumn{1}{|c|}{\begin{tabular}{c} 
Focused \\
Goal(s)
\end{tabular}} & \begin{tabular}{c} 
Person Responsible for \\
Monitoring
\end{tabular} & \begin{tabular}{l} 
Monitoring \\
Tool
\end{tabular} & Participants
\end{tabular}

\section*{PART V: Differentiated Accountability}

\section*{School-level Differentiated Accountability (DA) Compliance}

Please verify the school's DA Status. (If in DA status, school must use the state SIP form.)
Are you a DA school?Yes No

Are you reward school?YesNo
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)
Schools that are in DA Status must complete the DA Checklist of Compliance. http://flbsi.org/DA/

\section*{PART VI: Postsecondary Transition/Readiness \\ *High Schools Only}

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.```

