



# Palm Pointe's 2021-2022 School Improvement Plan Summary (Approved 8/26/21)

## ***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.

**Resources:** Administration, instructional coaches, Tier 2 and Tier 3 interventions, full- and part-time interventionists, school counselors, full-time school-based mental health counselor, dean, availability of evidence-based intervention and instructional materials, technological resources, collaborative learning and planning times, district-created assessments, school, district, state, and national professional development opportunities, and grant funding to supply supplementary resources.

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