



Palm Pointe's 2022-2023 School Improvement Plan Summary (Approved 8/25/22)

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!

2022-2023 School Improvement Goal: *If Palm Pointe focuses on providing high quality teaching and learning, strengthening equitable practices, and addressing elements to ensure a safe and caring school, then students will fully engage in learning aligned to the depth and rigor of the standards, resulting in gains and a positive culture and environment for all.*

Area of Focus 1: Instructional Practice - 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.

- **Rationale:** Examining grade-specific English Language Arts (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 full implementation of the B.E.S.T. Standards and newly adopted ELA and math 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 skills 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, FAST progress monitoring data, i-Ready results, Leveled Literacy Intervention progress, district assessment scores, etc.
 - Throughout the school year, the school will facilitate CLP sessions, as well as additional professional development opportunities focused on the new standards, curriculum resources, and other best practices.
 - The school will utilize various funding sources to provide professional development sessions, resources, and/or coverage for coaching cycles, learning, planning, and assessment analysis purposes.
 - Teachers will provide timely, actionable feedback from formative assessment monitoring and will guide students in tracking progress, including goal-setting and communicating individual achievement.

Area of Focus 2: ESSA Subgroup - As a subgroup, students with disabilities (SWD) are not achieving at the same rate as their grade level peers in reading and math.

- **Rationale:** 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.
- **Action Plan:**
 - An additional ESE teacher and interventionist are available in the 22-23 and 23-24 school years to aid SWDs.
 - Training opportunities for ESE teachers, paraprofessionals, and general education teachers will be provided, focused on differentiation, effective instructional strategies for SWDs, and data analysis.
 - The school will delineate roles and responsibilities for general education teachers and those who provide support facilitation services.
 - Time will be intentionally scheduled for ESE teachers to join CLP sessions with a wider range of grade level teams and departments.
 - Tutoring and mentoring opportunities for identified SWDs will be expanded.

Area of Focus 3: Positive Culture and Environment - A schoolwide iSucceed plan will establish an equitable, safe, and caring Cultural Learning Environment (CLE), focused on building trusting relationships, strengthening student life skills, and promoting academic achievement.

- **Rationale:** If the school implements a multi-faceted student success plan encompassing mentorship, Single School Culture, and CLE instruction, then students will demonstrate academic, behavioral, and life skill improvements over the course of the school year.
- **Action Plan:**
 - The school will routinely monitor student indicators including attendance, grades, and conduct.
 - The school's leadership team will launch an adult mentoring program where members meet regularly with identified students and their families to discuss progress toward individual goals.
 - Staff members will be provided with ongoing training in PBIS, CHAMPS, Single School Culture, and school safety protocols.
 - Teachers and staff members will facilitate required CLE and life skills instructional classroom lessons.
 - 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.

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/conduct counselor, availability of evidence-based intervention and instructional materials, technological resources, CLP times, district-created assessments, school, district, state, and national professional development opportunities, and grant funding to provide supplementary resources.

Approved by Palm Pointe's School Advisory Council on August 25, 2022