

---

---

# Palm Academy

2017-2018

---

---

# Student Population

Full-Time Palm Students: 22

Part-Time Palm Students: 16

Additional Students in Palm Electives: 10

**Total Palm Students Served: 48**

\*Full-Time Palm is defined as students accessing 3-4 core classes

\*Part-Time is defined as students accessing 1-2 core classes

# Data- Special Student Populations

- We gathered data from Palm core classes: Math, Social Studies, Science, and English.
- 38% of the Palm student population are students with IEPs
- 11% of the Palm student population are students with 504s
- 49% of the total Palm student population are students with disabilities.
- We saw a significant increase of students with disabilities accessing **Palm Math** this year.
  - Currently, 76% of the Palm Math student population are students with disabilities.
    - 59% students with IEPs
    - 18% students with 504s.
- 8% of the Palm student population are English Language Learners

# Data- School Climate

- Between the 2016-17 and 2017-18 school years:
- **93% decrease in behavioral referrals (90 to 6)**
- **100% decrease in out-of-school suspensions (3 to 0)**
- Contributing factors:
  - Full implementation of restorative practices (circles, conversations, environment)
  - Comprehensive Study Study Team practice for Palm Academy placement
  - Advisory
  - Voice and choice in learning
  - Focus on positive relationships with adults at Palm

# Math- Michelle Walker

- 7 Courses:
  - Pre-algebra (Basic)
  - Integrated Math I (Basic, A-G)
  - Integrated Math II (Basic, A-G)
  - Integrated Math III (Basic, A-G)
  - Business Math (Basic)
  - Consumer Math (Basic)
  - Life Skills Math (Basic)

# Social Studies- Davin Heaphy

- 4 Courses offered (Basic and A-G)
  - U.S. History
  - World History
  - Government
  - Economics
- Courses were restructured so that students have a choice in how they work through curriculum and how they are assessed.
- Every Tuesday morning students have breakfast together and discuss current events.
- Course materials need significant updating.

# Science- Karoly Tippets

- 2 Courses Offered/ Needed
  - Biology
  - Earth Science
- Students exercise voice and choice by “building” their credit from a menu that Ms. Tippets designed.
- Block days students work in the garden- which is thriving because of Ms. Tippets’ expertise and passion.

### How to Earn One Science Credit at Palm

In addition to participating in class activities and discussions, choose and complete one assignment from each of the following sections. |

#### Section 1

##### Comprehension

- A. Read two chapters in the textbook and complete the corresponding workbook pages *or*
- B. Read two chapters in the textbook and make an outline for each chapter *or*
- C. Read two chapters in the textbook and create a comic strip to summarize each chapter

#### Section 2

##### Analysis

- A. Read a case study and answer the questions *or*
- B. Work with a partner to read a peer-reviewed journal article about your topic and analyze how the study pertains to your life *or*
- C. Compare & contrast two current news articles about one topic discussed in Section 1 *or*
- D. Find & conduct an experiment that illustrates a concept from one of the chapters in Section 1; explain how it illustrates the concept

#### Section 3

##### Synthesis

- A. Make a wiki/project/website explaining one of the topics from your Section 1 chapters to a 5th grade student. Must include: 2-videos, 3 diagrams/images with one paragraph explanations (written BY YOU) of the diagram/image, and 1-link to an online game/simulation that teaches the content *or*
- B. Research current events and make a Google Slides presentation about 5 recent discoveries in one of the fields of study from Section 1 *or*
- C. Choose one of the two chapters from Section 1 and make a concept map **poster** of the chapter that includes all key terms/definitions, how those terms relate to one another, and images *or*
- D. Interview a local scientist studying this topic. Publish interview in magazine format. Write a "editor's special" of a description of the interview process and what you learned *or*
- E. Make a 5-10 minute video/screencast explaining one of the topics from your Section 1 chapters to a 5th grade student



# Our Garden



# English- Kimberley Strassburger

- All grades 9-12
- Students have thematic units centered on a piece of literature
- Focus on critical thinking and analysis
- Collaborative grouping, students have frequent opportunities to engage in rich discussions and examine multiple perspectives.

# Work Experience Education- Luke Bernardy

- Students can earn elective credit for jobs worked outside of the school day.
- Luke developed and adapted curriculum centered on real-world, work experience skills that students can use at their job sites the next day.
- Students attend class every Thursday during lunch and complete independent work throughout the week.
- Luke monitors their work hours and sets goals with students.
- Students love this class and we hope to grow this program!

# Advisory- Miriam Tullgren and Afsaneh Safaie

- Built into the schedule three days a week
- Dedicated time for community building and connecting with students
- Structured around restorative circles
- Academic counseling
- College/ career counseling
- Mindfulness and social/emotional education