

Volusia County Schools

Palm Terrace Elementary School



2015-16 School Improvement Plan

Palm Terrace Elementary School

1825 DUNN AVE, Daytona Beach, FL 32114

<http://myvolusiaschools.org/school/palmtreece/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	79%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement of Palm Terrace Elementary

In an environment of mutual respect and trust, the students, staff, parents, and community of Palm Terrace Elementary School will actively share the responsibility of ensuring success for all children.

Provide the school's vision statement

Vision Statement of Palm Terrace Elementary

It is our belief that not only every child can learn, but that every child WILL learn.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palm Terrace Elementary(PTE) attendance records show a student population of 709 students. PTE serves students in pre kindergarten through fifth grade. Programs offered include those for general education students, deaf and hard of hearing, visually-impaired, gifted, mild, Emotional and Behavioral Disorders(EBD) and moderate varying exceptionality students. Of the 709 students that we have here at Palm Terrace, Ninety four percent (94%) of them receive free or reduced lunch. This percentage is used to determine our Title I funding. Our minority rate is (74%). The above mentioned factors indicate a high risk population which creates a unique set of challenges for our students and faculty.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Palm Terrace has a total of 68 faculty and staff members dedicated to meeting the needs of all students. Among these staff members are 46 instructional positions, a principal, and an assistant principal. Palm Terrace follows all district, state, and federal NCLB guidelines for hiring teachers and paraprofessionals.

Our Family Center continues to provide support for our students and their families. Through grants, donations, and Title I funds, our Family Center coordinator purchases and distributes educational materials to parents who wish to work with their children at home. She also distributes food, clothing, toiletries, and school supplies to those students and families in need of additional support. The Family Center coordinator also assists with our volunteer and parent involvement initiatives.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The process and procedures of the school based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the school year. The Behavior Leadership Team is inclusive of administration, teachers, and guidance.

Instructional time is a priority and is protected by the principal which is evident by the school master schedule and infrastructure regarding student and parent accountability for absences and tardies no

nonessential announcements and student misconduct being handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We ensure that our teachers are trained and able to meet the needs of ESOL students and our historically economically disadvantaged population. Palm Terrace also houses the district Child Find office, a school psychologist, a Halifax Behavioral clinician, and an ALPHA specialist. The ALPHA program is designed to serve our intermediate students and their parents to decrease negative behaviors, absences, tardies and any other challenges that our students may face.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Palm Terrace Elementary accesses quarterly the early warning system to review names of students. The district sends the report and each teacher reviews and places the student on an elevated focus for school-wide interventions. Teachers discuss the students at their PLC Meetings and academic as well as attendance and behavioral weaknesses are addressed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends as well as individual student data. As a result, indicators that are elevated become the focus of school-wide intervention efforts. These areas are discussed at faculty meetings, PLCs, staff development, and grade level meetings. Our guidance counselor and attendance clerk work with our teachers to assist with attendance and behavioral issues.

Palm Terrace Elementary uses many different strategies to improve academic performance. We are a Plus One School with an additional hour. Thus we offer 30 minutes of extra reading and math that is targeted to the individual needs of each child. Technology, Acaletics, SIPPS, Afterschool Tutoring, Saturday School tutoring are just a few of the interventions used at PTE.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201413>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Palm Terrace Elementary will continue to provide opportunities for parental involvement in the 2015-2016 school year. We want to increase our attendance at all parental involvement activities by 5%.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Adkins, Shantell	Principal
Maddox-Barrs, Francenia	Instructional Coach
Booth, Kristi	Teacher, K-12
Brown, Michelle C.	Assistant Principal
Jefferies, LaSherica	Teacher, K-12
Gibbs, Christoper	
Staggers, Kimberly	
Horne, Eva	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based Multi-tiered System of Supports(MTSS) leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student

concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Response to Intervention (RTI) as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Palm Terrace Elementary include the following:

- Math and Reading Coach for the purpose of comprehensive staff development
- Three academic intervention teachers to re-mediate student weaknesses
- Family Center with supplies to assist our parent involvement program
- Technology programs to support our academic programs
- Math lab to supply hands on activities and background knowledge
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X district Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Palm Terrace Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Fresh Fruit and Vegetable Program
- Personal Fitness classes
- Monthly Wellness Newsletters

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Elementary Schools: N/A

Job Training

Palm Terrace Elementary offers students' career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

Public School Choice

- Supplemental Educational Services (SES) Notification (upload)
- Palm Terrace sends a letter home which informs parents about the free available tutoring programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Mitchell	Parent
Mrs. Dunlop	Parent
Mrs. Kelly	Business/Community
Mrs. Ray-Greer	Parent
Mr. Shantell Adkins, Sr.	Principal
Chad Miler	Teacher
Sanya Peterson	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our school SAC Committee meets to evaluate the effectiveness of last year's School Improvement Plan followed by discussion of new goals and strategies for the upcoming school year. Our Leadership team then shares results with the faculty as well as the School Advisory Council to receive input.

Development of this school improvement plan

The School Advisory Council reviews school wide FSA data and assist with preparation of the SIP, annual budget, and safety/security of the school. Along with Palm Terrace faculty and staff, SAC monitors and provides input on goals and strategies that would assist our school with reaching our goals. SAC meets monthly to review the effectiveness of the strategies being implemented. The SAC Budget will be reviewed each month as well.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of SAC each year. Updates on the school's budget spending and progress indicators are shared monthly at SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year PTE had \$7,778.90 in our SAC budget. School improvements funds are allocated based on the written request submitted by faculty and staff for projects related to implementation of Common Core standards and school improvement goals. We allocated \$1500.00 to supply lunch during our Saturday Tutoring. We also allocated \$250 to buy supplies and student reinforcements for our Reading Counts program.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Adkins, Shantell	Principal
Booth, Kristi	Instructional Coach
Howell-Martin, Kimberly	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly.

The LLT Chair provide an agenda and facilitate the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the implementation of Florida Standards.

The School-wide Literacy Initiative's main focus is to support ELA in every classroom. This year's focus will be on implementation of Florida Standards and a school-wide ELA plan. Literacy council members will be responsible for introducing strategies to their departments and/or PLC's. Each instructional coach is responsible for providing PD in their respective core areas and all other LLT members will be responsible for introducing strategies to their departments through work in PLCs. The District writing specialist will assist teachers in writing.

The LLT has always been dedicated to providing a variety of literacy building events throughout the school year.

These would be offered both during school and after school to encourage parent involvement.

School-wide literacy events: a school wide book fairs and Young Authors to support the school-wide writing initiative. Each initiative helps to support reading and writing in every classroom.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Palm Terrace Elementary promotes common planning, Professional Learning Communities, academic coaching and modeling, and administrative walk-throughs to encourage collaborative relationships. Common planning allows teachers to participate in weekly PLCs to regularly review data and adjust their instruction accordingly. We also us our Problem Solving Team to make recommendations for students as special needs arise.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Participation in in District Job Fair and Recruitment Activities
2. Partner with local colleges for Junior and Senior internships.
3. New Teacher Programs, District E3 Individualized PD, mentors, peer classroom visits (

Administration)

4. Leadership Opportunities (Administration)
5. Professional Development (School-based Leadership Teams)
6. Teacher recognition programs (Administration and PTA)
7. Meet quarterly with teachers (Administration)
8. Provide time for Professional Learning Communities(PLC) and team planning
9. Provide substitutes for teachers to participate in professional development(PD)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new beginning teachers are paired with a district PAR for formal mentoring/coaching support. In addition, school based veteran teachers within each PLC provide mentoring as needed for any new/ beginning teachers in that PLC. Mentors meet with teachers to discuss strengths and weaknesses then develop a plan to coach and model lessons. New ESE teachers attend the STARTS Program to learn how to write IEP's and follow the ESE curriculum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally teacher teams create formative and summative assessments to monitor student achievement. Professional development is provided to assist with the implementation of curriculum maps, resources, and assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to meet bi-weekly for PLC meetings to regularly review assessment data. With this information teachers are continuously adjusting their instruction to meet the needs of the students. Assessment is used to identify groups of students to receive targeted instruction during intervention times. Academic coaches, teachers and intervention teachers create lessons to remediate specific academic standards. Several researched academic programs have been purchased by the district to assist in academic remediation. All stakeholders review district tests and look to see if specific standards are weak and need to be-taught to all students at that grade level.

Our coaches work hard within this process to maximize support for our teachers. The coaches also model lessons for our teachers.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

All students participate in walk to intervention(WTI) and during the extended day, teachers use best practices and research based resources such as SuccessMaker and Waterford to target specific learning needs. Teachers also use manipulative activities for student engagement while implementing Kagan strategies and structures to increase learning time and provide an enriched curriculum.

Strategy Rationale

Walk To Intervention can help students to make achievement gains when they afforded an additional hour of learning that directly targets academic areas of concerns.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data collected from Eduphoria is analyzed in professional learning communities by teachers, instructional coaches and administration. Data walls are used for teacher and student conferencing providing on-going data to regroup students for walk-to-intervention remediation. In addition, teachers analyze classwork, formative tests and use observations to guide instruction which is reviewed quarterly during a face to face meeting with administration.

Strategy: After School Program

Minutes added to school year: 4,500

Homework room is before school for grades 2-5. Several teachers assist students who struggle and/or are unable to complete homework at home.

Strategy Rationale

Many students do not complete their homework at home or arrive home and do not understand the assignment. This assistance helps with academics as well as self-esteem. Students feel better about themselves when they start the day with their homework in their hands.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from teachers communicating with administration on the students who are continuously not turning in or completing homework. This enables us to help these students meet classroom goals. A sign-in sheet for students will be used each day.

Strategy: Weekend Program

Minutes added to school year: 900

Saturday Camp is held after winter break for 12 weeks. Each Saturday students will rotate for 50 minutes in math, reading, science or writing. Prior skills and/or concepts are taught to reinforce weak standards that have been previously taught throughout the year.

Strategy Rationale

Our teachers meet during their PLC Meeting to identify the weakest standards in each subject. These standards are shared with our weekend instructors. The PTE Coaches also find quality research based programs to use as instructional materials.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Adkins, Shantell, sgadkins@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We analyze data from multiple resources to determine the effectiveness of this strategy. One piece of data we look at is the Summative Science and Summative Math Assessment provided by the District to see growth. We also look at data from Achievement Series for reading, math and Science.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If our teachers work collaboratively to analyze data, plan instruction, share strategies for success, and reflect upon practice, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If our teachers work collaboratively to analyze data, plan instruction, share strategies for success, and reflect upon practice, then student achievement will increase. 1a

G069132

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
FAA Science Proficiency	50.0

Resources Available to Support the Goal 2

- Palm Terrace Elementary uses data during PLC meetings to identify weak standards and then reteach. Our instructional coaches will work with teachers and administrators to better understand the uses of relevant data. We will use our academic intervention teachers as resources to support classroom remediation.
- School based instructional support and district support will model Florida Standards strategies in classrooms and during Professional Development opportunities.
- Palm Terrace will use technology to remediate and accelerate academic skills using SuccessMaker, Waterford, FCATexplorer , and others programs as needed.
- Teachers will attend numerous professional development sessions to improve instructional approaches. ("Thinking Math,i-READY, Differentiated Instruction, Interactive Notebooks,Math Calendar Map Planning, and Acaletics.
- Palm Terrace will use teacher mentors, District PARs, administration, and coaches to support our new teachers.

Targeted Barriers to Achieving the Goal 3

- Student academic skills and foundational skills are below grade level.
- Limited resources and time for teachers to work collaborately.

Plan to Monitor Progress Toward G1. 8

District test scores in all academic areas.

Person Responsible

Shantell Adkins

Schedule

Biweekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Analyze district assessment data and monitor for improvement in students scores in all academic areas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If our teachers work collaboratively to analyze data, plan instruction, share strategies for success, and reflect upon practice, then student achievement will increase. **1**

 G069132

G1.B1 Student academic skills and foundational skills are below grade level. **2**

 B179731

G1.B1.S1 The school will offer the following programs to increase academic skills: (Professional Development will be offered as needed in all areas below.) School wide Walk to Intervention (WTI) in both reading and math. Extended instructional hour. Multi Tiered System of Support to meet specific academic needs of all students. Collaborative professional discussions of students', teachers', and community's needs. Collaborative planning **4**

 S191025

Strategy Rationale

All components are aligned to identify stakeholders' needs, design appropriate instruction, and support struggling learners in order to increase student achievement in all areas.

Action Step 1 **5**

Teachers will be trained during PD to identify and respond to differentiated learners. Materials and supplies will be obtained to support these programs.

Person Responsible

Shantell Adkins

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Administrator will monitor and compile MYPGS Professional development reports.

Action Step 2 5

Teachers will be trained in "Best Practices" on how to improve student's ELA, science, and math scores while following Florida Standards, increasing engagement through the delivery of differentiated instruction, technology, and remediation programs.

Person Responsible

Francenia Maddox-Barrs

Schedule

Daily, from 8/11/2014 to 6/1/2015

Evidence of Completion

District test/ SSFA

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Survey Monkey, Administrative walk throughs, mentoring sessions and PLC discussions.

Person Responsible

Shantell Adkins

Schedule

Daily, from 8/30/2015 to 6/1/2016

Evidence of Completion

Survey Monkey feedback, PLC minutes, Administrative observation reports, Mentoring logs, and student data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative and summative data will be monitored by administration, coaches, and teachers. The results and plans of actions will be discussed during PLCs.

Person Responsible

Shantell Adkins

Schedule

Biweekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Evidence will consist of: Administration walk throughs, observations, conferences; Record of attendance for PDs, and State Assessments.

G1.B2 Limited resources and time for teachers to work collaborately. 2

B179732

G1.B2.S1 Teachers will attend PD on strategies to complete PLC meetings properly. Teachers will then plan and collaborate strategies together to streamline time management. Resources and academic planning responsibilities will be shared at faculty, PLC, and grade level meetings. 4

S191026

Strategy Rationale

Teachers work more efficiently when they work/plan and collaborate together. Our district has adopted many new assessment tools and strategies so all stakeholders need to support each other. Palm Terrace has 18 new teachers that need initial PLC training.

Action Step 1 5

We will identify the needs of the teachers and assist with time saving strategies and professional development.

Person Responsible

Shantell Adkins

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Attend PLC and grade level meeting to determine needs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will attend PLC and grade level meetings.

Person Responsible

Michelle C. Brown

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Sign-in sheets/Agendas for PD, grade level meetings, and PLCs. Teachers will reflect collaboration and PD training on DPP Plans. The DPP Plans will be monitored by administration.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Stakeholders will be surveyed to monitor effectiveness of collaboration.

Person Responsible

Michelle C. Brown

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Results of the State Assessment.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be trained during PD to identify and respond to differentiated learners. Materials and supplies will be obtained to support these programs.	Adkins, Shantell	8/18/2015	Administrator will monitor and compile MYPGS Professional development reports.	6/1/2016 monthly
G1.B2.S1.A1	We will identify the needs of the teachers and assist with time saving strategies and professional development.	Adkins, Shantell	8/24/2015	Attend PLC and grade level meeting to determine needs.	6/1/2016 weekly
G1.B1.S1.A2	Teachers will be trained in "Best Practices" on how to improve student's ELA, science, and math scores while following Florida Standards, increasing engagement through the delivery of differentiated instruction, technology, and remediation programs.	Maddox-Barrs, Francenia	8/11/2014	District test/ SSFA	6/1/2015 daily
G1.MA1	District test scores in all academic areas.	Adkins, Shantell	9/10/2015	Analyze district assessment data and monitor for improvement in students scores in all academic areas.	6/1/2016 biweekly
G1.B1.S1.MA1	Formative and summative data will be monitored by administration, coaches, and teachers. The results and plans of actions will be discussed during PLCs.	Adkins, Shantell	8/18/2015	Evidence will consist of: Administration walk throughs, observations, conferences; Record of attendance for PDs, and State Assessments.	6/1/2016 biweekly
G1.B1.S1.MA1	Survey Monkey, Administrative walk throughs, mentoring sessions and PLC discussions.	Adkins, Shantell	8/30/2015	Survey Monkey feedback, PLC minutes, Administrative observation reports, Mentoring logs, and student data.	6/1/2016 daily
G1.B2.S1.MA1	Stakeholders will be surveyed to monitor effectiveness of collaboration.	Brown, Michelle C.	8/18/2015	Results of the State Assessment.	6/1/2016 quarterly
G1.B2.S1.MA1	Administration will attend PLC and grade level meetings.	Brown, Michelle C.	8/18/2015	Sign-in sheets/Agendas for PD, grade level meetings, and PLCs. Teachers will reflect collaboration and PD training on DPP Plans. The DPP Plans will be monitored by administration.	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If our teachers work collaboratively to analyze data, plan instruction, share strategies for success, and reflect upon practice, then student achievement will increase.

G1.B1 Student academic skills and foundational skills are below grade level.

G1.B1.S1 The school will offer the following programs to increase academic skills: (Professional Development will be offered as needed in all areas below.) School wide Walk to Intervention (WTI) in both reading and math. Extended instructional hour. Multi Tiered System of Support to meet specific academic needs of all students. Collaborative professional discussions of students', teachers', and community's needs. Collaborative planning

PD Opportunity 1

Teachers will be trained in "Best Practices" on how to improve student's ELA, science, and math scores while following Florida Standards, increasing engagement through the delivery of differentiated instruction, technology, and remediation programs.

Facilitator

Administration and Instructional Coaches

Participants

Faculty and Staff

Schedule

Daily, from 8/11/2014 to 6/1/2015

G1.B2 Limited resources and time for teachers to work collaborately.

G1.B2.S1 Teachers will attend PD on strategies to complete PLC meetings properly. Teachers will then plan and collaborate strategies together to streamline time management. Resources and academic planning responsibilities will be shared at faculty, PLC, and grade level meetings.

PD Opportunity 1

We will identify the needs of the teachers and assist with time saving strategies and professional development.

Facilitator

Fran Barrs, Shantell Adkins, Michele Brown, Stephanie Radford

Participants

Teachers and administration will attend and lead PD.

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be trained during PD to identify and respond to differentiated learners. Materials and supplies will be obtained to support these programs.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2451 - Palm Terrace Elementary School	Title I Part A		\$20,000.00
<i>Notes: Notes: Title I will pay for substitutes, consultants, and teacher stipends so teachers can attend professional development.</i>						
			2451 - Palm Terrace Elementary School	Title I Part A		\$5,000.00
<i>Notes: Notes: SuccessMaker Professional Development</i>						
2	G1.B1.S1.A2	Teachers will be trained in "Best Practices" on how to improve student's ELA, science, and math scores while following Florida Standards, increasing engagement through the delivery of differentiated instruction, technology, and remediation programs.				\$0.00
3	G1.B2.S1.A1	We will identify the needs of the teachers and assist with time saving strategies and professional development.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2451 - Palm Terrace Elementary School	Title I Part A		\$10,000.00
<i>Notes: Notes: Collaborative time provided by half day substitutes to have PLC Data and Instructional Meetings. Materials are obtained to support trainings.</i>						
			2451 - Palm Terrace Elementary School	Title I Part A		\$10,000.00
<i>Notes: Notes: Meet to monitor student progress after each summative. Design formatives to show remediation. (Subs and PLC Time.)</i>						
Total:						\$45,000.00