

Volusia County Schools

Palm Terrace Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Terrace Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 700 students. PTE serves students in Pre-Kindergarten through Fifth grade. Programs offered include those for General Education, Deaf and Hard of Hearing, Visually-Impaired, Gifted, Mild and Moderate Varying Exceptionalities and Emotional and Behavioral Disorders (EBD) students. Of the 700 students that we have here at PTE, 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.

b. 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, an Assistant Principal and a Teacher on Assignment (TOA). Palm Terrace follows all district, state, and federal NCLB guidelines for hiring teachers and paraprofessionals. (*)

The Guidance Counselor implements conducts in-class presentations that focus on Anti-Bullying, Self-Esteem, and Social Responsibility. Our Family Center continues to provide support for our students and their families, through grants, donations, and use of Title I funds. The Family Center coordinator purchases and distributes educational materials to parents who wish to work with their children at home. She also distributes food, clothing, and school supplies to those students and families in need of additional support. The Family Center coordinator also coordinates our volunteer and parent involvement initiatives.

c. 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 school-based Behavior Leadership Team routinely reviews school behavioral data. Faculty and staff teach and review classroom and school-wide policies and procedures throughout the school

year. The instructional staff will participate in training to improve classroom instruction which will improve student engagement. The Behavior Leadership Team is inclusive of administration, teachers, and the guidance counselor. The administrative team periodically reviews Discipline Protocol in faculty meetings to ensure school-wide consistency.

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. Non-essential announcements and student misconduct will be handled immediately and with minimal interruption to instruction.

d. 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.

Palm Terrace Elementary ensures that our teachers are trained and able to meet the needs of students that are socio-emotionally in need. This training is achieved through faculty meeting discussions and reflections and the attendance to relevant conferences. 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.

3. Early Warning Systems

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

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

Palm Terrace Elementary administration reviews the Early Warning System twice each quarter. The District Office makes this report available and it is updated continuously. Student who appear on the list are identified for specific-targeted interventions. Teachers discuss the identified students on the EWS at their PLC Meetings where academic, attendance and behavioral concerns are addressed. (*)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	3	7	6	6	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	5	5	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	4	6	0	0	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	3	7	5	7	0	0	0	0	0	0	0	23

c. 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. This information assist school personnel in developing school-wide, classroom, and student-specific intervention strategies. These trends and data are discussed at faculty meetings, PLCs, Professional Development Trainings, and Grade Level meetings. Additionally, 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. During this additional hour the school-wide focus is on English Language Arts, Technology, SIPPS (K-2), Making Meaning (3-5), and program-specific (ESOL, ESE, FSA - result) school-based tutoring are just a few of the interventions used at PTE. (*)

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322247>.

2. Description

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

2. 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 (PTE) will continue to provide opportunities for parental involvement during the 2016-2017 school year. PTE wants to increase our overall attendance from 94.13% to 96.13%. PTE also seeks to increase Family and Community involvement through efforts such as, The Parent Teacher Association (PTA), The School Advisory Council (SAC), and Student-Family Nights (FSA-ELA and Math Nights). PTE will seek to establish new and continue current Business and Community relationships with local colleges and universities (Bethune-Cookman University, Daytona State College and Embry-Riddle Aeronautical University).

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Haynes, Lloyd	Principal
Hay, Shannon	Assistant Principal
Glenn-Dixon, Tamla	Dean

b. Duties

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

The School-based Leadership Team identifies school based resources (both materials and personnel) to support both the instructional and behavioral efforts of the school. 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 identify and provide assistance to students who are in need/crisis. The Problem Solving process ensures that individual, class, and school-wide issues are addressed systematically with direction for the data. Interventions (supports) are specific and targeted.

2. 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 Leadership Team works to determine, through the use of standardized and school-based data how to best focus school resources to improve the academic performance of all students. The SLT also attends and monitors grade level PLC's. In grade level discussions, class supports (technology), students supports are identified (tutoring) to improve academic performance. The School Improvement Plan identifies specific concerns and steps designed to address those concerns. The SIP's Goals are based on prior year performance on the state assessment and any other significant contributing factors (Social-emotional).

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:

- A Math Coach and a Reading Coach to assist instructional staff.
- Three Intervention Teachers to address student academic weaknesses.
- Family Center to assist parents and strengthen our Parent Involvement Program.
- Technology (Apps/programs) to support our academic programs.
- Computer Lab to provide access to technology.
- Targeted Tutoring for identified students.
- Supplemental materials and supplies needed to close the achievement gap.
- Supplemental funds for ongoing staff development as determined by the results of FSA.
- Parent To Kids workshops to teach literacy skills to parents so that they can assist their students.

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, the 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/or Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Fresh Fruit and Vegetable Program
- Monthly Wellness Newsletter

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.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lloyd Haynes	Principal
Chad Miler	Teacher
Sanya Peterson	Education Support Employee
Michael Mitchell	Parent

b. Duties

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

a. Evaluation of last year’s school improvement plan

The Palm Terrace Elementary School Advisory Council (SAC) will meet to evaluate the effectiveness of last year’s School Improvement Plan followed by discussion of new goals and strategies for the upcoming school year. The SAC will make recommendations to improve of the identified strategies in the School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council will review the current School Improvement Plan and provide input on the selected Goals. The SAC will also provide input concerning the annual budget, the school Safety and Security Plan.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan will be reviewed and discussed for parent and stakeholder input at the first meeting of SAC. Updates on the school's budget spending and progress indicators relative to SIP Goals are shared monthly at SAC meetings. (*)

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

The School Advisory Council (SAC) will review budget expenditures. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Haynes, Lloyd	Principal
Hay, Shannon	Assistant Principal
Glenn-Dixon, Tamla	Administrative Support
Hill, Denise	School Counselor
Jefferies, LaSherica	Other
Howell-Martin, Kimberly	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 provides an agenda and facilitates 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. As a result of state mandate, the last hour of each day will focus on ELA.

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 LLT is 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.

D. Public and Collaborative Teaching

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

1. 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 bi-weekly PLCs meetings to regularly review data and adjust their instruction accordingly and weekly grade level meetings for planning purposes. Student-specific data is also discussed and recommendations for Problem Solving Team (PST) involvement and academic support efforts are reviewed.

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

1. Participation in District Job Fair and College Recruitment Activities
2. Partner with local colleges and universities - Junior and Senior internships.
3. New Teacher Programs, District E3 Individualized Program, mentors, peer classroom visits.
4. Leadership Opportunities (Administration)
5. Professional Development (School-based Leadership Teams)
6. Teacher recognition programs (Administration and PTA)
7. Meet monthly with District Liaison.
8. Provide time for Professional Learning Communities (PLC) and grade level planning.
9. Provide substitutes for teachers to participate in Professional Learning.

3. 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 are identified to serve in a mentoring/resource role, as needed for any new/beginning teachers in that grade level. Mentors meet with teachers, as requested, to discuss strengths and weaknesses then develop a plan to coach and model lessons. New ESE teachers attend the District STARTS Program to learn how to write Individual Educational Plans and follow the ESE curriculum.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Palm Terrace Elementary (PTE) provides all instructional staff with Professional Learning, conducted by District staff, in the English Language Arts Module and the Math Module. This Professional Learning opportunity provides the teachers with information regarding materials and resources which support the curriculum to provide students with the skills to satisfy the Florida Standards. The District conducts The Cadre Meetings, which provide teacher teams the opportunity to review, revise, and 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.

b. Instructional Strategies

1. 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.

2. 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

Students participate in ELA activities, per state mandate, during the last hour of the day. The effort is District supported through the acquisition of materials and requested support. Teachers are trained in the use of Best Instructional Practices supported through research-based.

Strategy Rationale

Additional ELA learning opportunities will strengthen student academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haynes, Lloyd, lghaynes@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 activities are conducted at the beginning of the program for all grades. Several tutors and program counselors 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

Haynes, Lloyd, lghaynes@volusia.k12.fl.us

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: After School Program

Minutes added to school year: 900

After School Tutoring is held two days a week for a total of 30 weeks. Each Tuesday and Thursday students will be tutored in small groups (2-4 students) in areas of concern as identified by their score on the Florida State Assessment.

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 follow-up with small group assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haynes, Lloyd, lghaynes@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 Eduphoria for reading, math and Science.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Area of Need: ELA in Grades 3-5 as identified by the FSA data.

B. 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.

Areas of Focus to address the Area of Need: Teacher Instruction; Social-Emotional Development Training and Awareness.

C. Strategic Goals

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 Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G083996

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FSA Science Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge - Professional Learning
- Planning and Implementation (Instructional methods of teachers)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Structure: The Palm Terrace Elementary instructional staff uses Faculty, Grade Level and PLC meetings to identify areas of weakness across the standards and among individual students.
- Staff: School based instructional support (Coaches) and District Support Staff (Content Area Specialists) will provide training to support the Standards. strategies in classrooms and during Professional Development opportunities. Intervention teachers will provide academic support to the students.
- Palm Terrace will use technology (Computers Programs, iPads and Applications) to assist with tutoring and development of student academic skills.
- Teachers will attend Professional Learning sessions (ELA Module, Math Module, PST, "Shifts" Training, Instructional Best Practices) to improve instructional skills.
- Palm Terrace will use teacher grade level mentors, District PARs, administration, and coaches to support our new teachers.

Plan to Monitor Progress Toward G1. 8

District test scores in all academic areas.

Person Responsible

Lloyd Haynes

Schedule

Biweekly, from 8/15/2016 to 6/5/2017

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 Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1

G083996

G1.B1 Lack of knowledge - Professional Learning 2

B223189

G1.B1.S1 Palm Terrace Elementary will offer the following Professional Learning opportunities to all instructional personnel. Professional Learning will be offered in: ELA Module, Math Module, Best Instructional Practices and Problem-Solving Team Process. 4

S235480

Strategy Rationale

Teachers will participate in Professional Learning Opportunities to increase their instructional skill. The trainings will focus on instructional and resource alignment.

Action Step 1 5

Teachers will be trained on the ELA Module.

Person Responsible

Lloyd Haynes

Schedule

On 9/14/2016

Evidence of Completion

Administrator will monitor training and implementation.

Action Step 2 5

Teachers will be trained on the Math Module.

Person Responsible

Lloyd Haynes

Schedule

On 11/16/2016

Evidence of Completion

Administrator will monitor training and implementation.

Action Step 3 5

Teachers will be trained in Instructional Best Practices.

Person Responsible

Schedule

On 10/31/2016

Evidence of Completion

Administrator will monitor implementation.

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

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

Person Responsible

Lloyd Haynes

Schedule

Daily, from 8/15/2016 to 6/1/2017

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

Lloyd Haynes

Schedule

Biweekly, from 8/15/2016 to 8/15/2016

Evidence of Completion

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

G1.B2 Planning and Implementation (Instructional methods of teachers) 2

 B223190

G1.B2.S1 Teachers will attend Professional Learning activities on strategies to implement the ELA Module and Modules. Teachers will then plan and collaborate on instructional strategies during PLC, Faculty and Grade Level Meetings. 4

 S235481

Strategy Rationale

Teachers work more efficiently when they work/plan and collaborate together. The newly revised ELA and Math Modules offer teacher aligned curriculum and resources.

Action Step 1 5

We will identify and provide professional development on proper PLC Meetings and how to function as a team.

Person Responsible

Lloyd Haynes

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attend PLC and grade level meeting to determine needs.

Action Step 2 5

Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of instruction.

Person Responsible

Lloyd Haynes

Schedule

Monthly, from 1/11/2016 to 6/7/2016

Evidence of Completion

All stake holders will attend training on pacing. Administration will monitor implementation during classroom visits.

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

Administration will attend PLC and grade level meetings.

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 8/22/2016 to 6/2/2017

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 Fidelity of Implementation of G1.B2.S1 6

Administration will observe academic pacing when visiting classrooms. Teachers will attend academic pacing professional development.

Person Responsible

Lloyd Haynes

Schedule

Monthly, from 1/11/2016 to 6/7/2016

Evidence of Completion

Sign-in sheets/Agendas/ Grade Level Meetings/ Administrative classroom visits/ DPP Plans

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

Stakeholders will be surveyed to monitor effectiveness of collaboration.

Person Responsible

Lloyd Haynes

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Results of the State Assessment.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA3 M308704	Administration will observe academic pacing when visiting classrooms. Teachers will attend...	Haynes, Lloyd	1/11/2016	Sign-in sheets/Agendas/ Grade Level Meetings/ Administrative classroom visits/ DPP Plans	6/7/2016 monthly
G1.B2.S1.A2 A303569	Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of...	Haynes, Lloyd	1/11/2016	All stake holders will attend training on pacing. Administration will monitor implementation during classroom visits.	6/7/2016 monthly
G1.B1.S1.MA1 M308700	Formative and summative data will be monitored by administration, coaches, and teachers. The...	Haynes, Lloyd	8/15/2016	Evidence will consist of: Administration walk throughs, observations, conferences; Record of attendance for PDs, and State Assessments.	8/15/2016 biweekly
G1.B1.S1.A1 A303565	Teachers will be trained on the ELA Module.	Haynes, Lloyd	9/14/2016	Administrator will monitor training and implementation.	9/14/2016 one-time
G1.B1.S1.A3 A303567	Teachers will be trained in Instructional Best Practices.		10/3/2016	Administrator will monitor implementation.	10/31/2016 one-time
G1.B1.S1.A2 A303566	Teachers will be trained on the Math Module.	Haynes, Lloyd	11/16/2016	Administrator will monitor training and implementation.	11/16/2016 one-time
G1.B1.S1.MA1 M308701	Survey Monkey, Administrative walk throughs, mentoring sessions and PLC discussions.	Haynes, Lloyd	8/15/2016	Survey Monkey feedback, PLC minutes, Administrative observation reports, Mentoring logs, and student data.	6/1/2017 daily
G1.B2.S1.MA1 M308703	Administration will attend PLC and grade level meetings.	Haynes, Lloyd	8/22/2016	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.	6/2/2017 weekly
G1.B2.S1.A1 A303568	We will identify and provide professional development on proper PLC Meetings and how to function as...	Haynes, Lloyd	8/15/2016	Attend PLC and grade level meeting to determine needs.	6/2/2017 biweekly
G1.MA1 M308705	District test scores in all academic areas.	Haynes, Lloyd	8/15/2016	Analyze district assessment data and monitor for improvement in students scores in all academic areas.	6/5/2017 biweekly
G1.B2.S1.MA1 M308702	Stakeholders will be surveyed to monitor effectiveness of collaboration.	Haynes, Lloyd	8/22/2016	Results of the State Assessment.	6/5/2017 quarterly

V. Professional Development Opportunities

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

G1. If Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge - Professional Learning

G1.B1.S1 Palm Terrace Elementary will offer the following Professional Learning opportunities to all instructional personnel. Professional Learning will be offered in: ELA Module, Math Module, Best Instructional Practices and Problem-Solving Team Process.

PD Opportunity 1

Teachers will be trained on the ELA Module.

Facilitator

District Staff

Participants

PTE Teachers

Schedule

On 9/14/2016

PD Opportunity 2

Teachers will be trained on the Math Module.

Facilitator

District Staff

Participants

PTE Teachers

Schedule

On 11/16/2016

PD Opportunity 3

Teachers will be trained in Instructional Best Practices.

Facilitator

District Staff

Participants

PTE Teachers

Schedule

On 10/31/2016

G1.B2 Planning and Implementation (Instructional methods of teachers)

G1.B2.S1 Teachers will attend Professional Learning activities on strategies to implement the ELA Module and Modules. Teachers will then plan and collaborate on instructional strategies during PLC, Faculty and Grade Level Meetings.

PD Opportunity 1

We will identify and provide professional development on proper PLC Meetings and how to function as a team.

Facilitator

Reading Coach; Math Coach

Participants

Teachers and administration will attend and lead PD.

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of instruction.

Facilitator

District Personnel

Participants

Administration and teachers

Schedule

Monthly, from 1/11/2016 to 6/7/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be trained on the ELA Module.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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 on the Math Module.				\$0.00
3	G1.B1.S1.A3	Teachers will be trained in Instructional Best Practices.				\$0.00
4	G1.B2.S1.A1	We will identify and provide professional development on proper PLC Meetings and how to function as a team.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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>			
5	G1.B2.S1.A2	Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of instruction.				\$0.00
					Total:	\$45,000.00