

Volusia County Schools

Palm Terrace Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Terrace Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

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-six percent (96%) 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 41 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 Positive Behavior Intervention Support 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 Positive Behavior Intervention Support 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/444248>.

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 2017-2018 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

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
Margison, Antoinette	Teacher, K-12

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:

- An Academic Coach to assist instructional staff.
- Four 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.

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 tutoring and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success

- 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
- 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
Sanya Peterson	Education Support Employee
Novia Strawder	Parent
Tavarus Strawder	Parent
Sherri Siracusa	Education Support Employee
Gina Gillespie	Parent
Brian McMurray	Parent
Christopher Lippens	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 and 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
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 there is a "plus one" hour built into the master schedule to accommodate the additional required ELA instruction.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 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 Individualized Program (PAR program), mentors, peer classroom visits.
4. Leadership Opportunities (Administration)
5. Professional Development (School-based Leadership Teams)
6. Meet weekly with District Liaison.
7. Provide time for Professional Learning Communities (PLC) and grade level planning.
8. 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. Coach meets with selected teachers to to work through growth centered inquiry cycles. 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. As well as support from the district liaison in the structure and instruction within the 90 minute reading block. Ongoing support and coaching will also take place. 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, supports are in place to address the complex needs of PTE including a specialized ELA schedule and follow up training by

District Liaison.

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 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 coach, teachers and intervention teachers use vetted resources 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. Administration and instructional coach 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** UNiSIG Goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

- G2.** 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. UNiSIG Goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. **1a**

G095499

Targets Supported **1b**

Indicator	Annual Target
Unsatisfactory Teachers (VAM)	0.0
Effective+ Teachers (VAM)	100.0
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal **3**

- Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.
- Need to address behavioral/socio-emotional needs of students and their families, as well as increase parent and community engagement in learning.
- Kindergarten readiness data and other assessment data indicates that students at these schools are significantly behind peers.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- New teaching staff
- Area Superintendent of Transformation assigned to school as support.
- Area superintendent and Chief Academic Officer biweekly meetings with principal.
- District liaison to coordinate district efforts and support school leadership.
- Curriculum specialists weekly support.
- School Leadership Team
- Instructional coaches
- Professional Learning Communities
- CHAMPS training

G2. If Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G095500

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FSA Science Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge
- Curriculum focus

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.
- 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 G2. 8

District test scores in all academic areas.

Person Responsible

Lloyd Haynes

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

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. UNiSIG Goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. **1**

 G095499

G1.B1 Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction. **2**

 B257130

G1.B1.S1 Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. [copy] [copy] **4**

 S272061

Strategy Rationale

Providing new staff with structures and instructional support will help provide the foundation for academic achievement increases.

Action Step 1 **5**

Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent

Person Responsible

Jasmine Hinson

Schedule

Biweekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Calendar Appointments, Meeting Notes

Action Step 2 **5**

Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.

Person Responsible

Jasmine Hinson

Schedule

On 8/31/2017

Evidence of Completion

Faculty Handbook

Action Step 3 5

Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)

Person Responsible

Jasmine Hinson

Schedule

On 8/31/2017

Evidence of Completion

School Calendar

Action Step 4 5

Provide schoolwide CHAMPS training and follow-up support

Person Responsible

Jasmine Hinson

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets

Action Step 5 5

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

Person Responsible

Jasmine Hinson

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets; Training/coaching visit calendar

Action Step 6 5

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

Person Responsible

Jasmine Hinson

Schedule

On 5/29/2018

Evidence of Completion

PLC Sign-in sheets

Action Step 7 5

Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.

Person Responsible

Jasmine Hinson

Schedule

On 8/31/2018

Evidence of Completion

Job description and NPA

Action Step 8 5

Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teacher and tutoring hours)

Person Responsible

Jasmine Hinson

Schedule

On 8/31/2018

Evidence of Completion

Job descriptions

Action Step 9 5

Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.

Person Responsible

Jasmine Hinson

Schedule

On 8/31/2018

Evidence of Completion

Training calendar; MyPGS attendance

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

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

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

Check progress and determine next actions in Transformation Team

Person Responsible

Teresa Marcks

Schedule

Weekly, from 8/14/2017 to 8/31/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

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

Monitoring and Responding to Schools' Interim Assessment and MTSS Data

Person Responsible

Eric Holland

Schedule

Monthly, from 9/1/2017 to 8/29/2018

Evidence of Completion

District Interim Assessments; MTSS data

G1.B1.S2 Create and implement programs to increase parent and community engagement. [copy] [copy]

4

 S272062

Strategy Rationale

Increasing parent and community engagement levels will help to improve school culture and focus on academic achievement.

Action Step 1 5

Conduct parent-teacher visits at students' homes.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Parent-teacher conference form samples; Parent-teacher visit logs

Action Step 3 5

Provide social services on site for students and their families (mental health contracted services).
[copy]

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Contracted services agreement

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/1/2017 to 8/29/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Check progress and determine next actions in Transformation Team

Person Responsible

Teresa Marcks

Schedule

Weekly, from 9/1/2017 to 8/29/2018

Evidence of Completion

Refer to Action Step in Evidence in Step 5

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitoring and Responding to Parent and Community Engagement Data

Person Responsible

Leticia Roman

Schedule

Monthly, from 9/1/2017 to 8/29/2018

Evidence of Completion

Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)

G1.B1.S3 Address behavioral/socio-emotional needs of students and families. [copy] 4

S272063

Strategy Rationale

Action Step 1 5

Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.

Person Responsible

Mandy Ellzey

Schedule

On 6/1/2018

Evidence of Completion

Contracted services agreement

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Check progress and determine next actions in Transformation Team

Person Responsible

Teresa Marcks

Schedule

Weekly, from 8/1/2017 to 8/31/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitoring and Responding to Schools' MTSS Data

Person Responsible

Kim Gilliland

Schedule

Monthly, from 9/1/2017 to 8/29/2018

Evidence of Completion

MTSS Data

G1.B1.S4 Increasing extended learning time. [copy] 4

S272064

Strategy Rationale

Increasing time for students to learn will increase student achievement,

Action Step 1 5

Tutoring before and after school, as well as on weekends and summer.

Person Responsible

Leticia Roman

Schedule

On 8/31/2018

Evidence of Completion

Payroll time sheets

Action Step 2 5

Extended school day for grades K-2 for Blue Lake and Palm Terrace

Person Responsible

Leticia Roman

Schedule

On 6/1/2018

Evidence of Completion

Payroll time sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent

Person Responsible

Rose Roland

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Check progress and determining next actions in Transformation Team

Person Responsible

Teresa Marcks

Schedule

Weekly, from 8/14/2017 to 8/31/2018

Evidence of Completion

Refer to Action Step Evidence in Step 5

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitoring and Responding to Schools' Interim Assessment Data

Person Responsible

Eric Holland

Schedule

Monthly, from 9/1/2017 to 8/29/2018

Evidence of Completion

District Interim Assessment Data

G2. If Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1

G095500

G2.B1 Lack of knowledge 2

B257134

G2.B1.S1 Palm Terrace Elementary will work closely with district personnel to provide targeted support to improve teacher implementation of the 90 minute ELA block. 4

S272065

Strategy Rationale

Greater focus on the instructional shifts and following a consistent small group schedule provides conditions to improve student achievement.

Action Step 1 5

Teachers will meet and plan for ELA block with district liaison. Academic coach will follow up as well as additional planning meetings.

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Administrator will monitor training and implementation.

Action Step 2 5

Teachers will attend Instructional Best Practices sessions

Person Responsible

Lloyd Haynes

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Administrator will monitor implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative walk throughs, coaching inquiry cycles, and PLC discussions.

Person Responsible

Lloyd Haynes

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

PLC minutes, Administrative observation reports, and student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

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

G2.B2 Curriculum focus 2

B257135

G2.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

S272066

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

Weekly, from 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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 G2.B2.S1 6

Administration will attend PLC and grade level meetings.

Person Responsible

Lloyd Haynes

Schedule

Weekly, from 8/21/2017 to 6/1/2018

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 G2.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 8/21/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Stakeholders will be surveyed to monitor effectiveness of collaboration.

Person Responsible

Lloyd Haynes



















Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Feedback surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G1.B1.S1.A2 A364879	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and...	Hinson, Jasmine	8/15/2017	Faculty Handbook	8/31/2017 one-time
 G1.B1.S1.A3 A364880	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs,...	Hinson, Jasmine	8/15/2017	School Calendar	8/31/2017 one-time
 G1.B1.S1.A6 A364883	Assisting PLCs with Using and Responding to District Interim Assessment Data, including...	Hinson, Jasmine	9/5/2017	PLC Sign-in sheets	5/29/2018 one-time
 G1.B1.S1.A1 A364878	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent	Hinson, Jasmine	8/15/2017	Calendar Appointments, Meeting Notes	5/31/2018 biweekly
 G1.B1.S1.A5 A364882	Provide support and training for best practices in instruction (lesson planning and curriculum...	Hinson, Jasmine	8/15/2017	Sign-in sheets; Training/coaching visit calendar	5/31/2018 monthly
 G2.MA1 M390646	District test scores in all academic areas.	Haynes, Lloyd	8/15/2017	Analyze district assessment data and monitor for improvement in students scores in all academic areas.	6/1/2018 quarterly
 G1.B1.S1.A4 A364881	Provide schoolwide CHAMPS training and follow-up support	Hinson, Jasmine	8/15/2017	Sign-in sheets	6/1/2018 biweekly
 G2.B1.S1.MA1 M390641	Formative and summative data will be monitored by administration, coach, and teachers. The results...	Haynes, Lloyd	8/21/2017	Evidence will consist of: Administration walk throughs, observations, conferences; Record of attendance for PDs, and State Assessments.	6/1/2018 weekly
 G2.B1.S1.MA1 M390642	Administrative walk throughs, coaching inquiry cycles, and PLC discussions.	Haynes, Lloyd	9/5/2017	PLC minutes, Administrative observation reports, and student data.	6/1/2018 daily
 G2.B1.S1.A1 A364892	Teachers will meet and plan for ELA block with district liaison. Academic coach will follow up as...	Haynes, Lloyd	8/29/2017	Administrator will monitor training and implementation.	6/1/2018 weekly
 G2.B1.S1.A2 A364893	Teachers will attend Instructional Best Practices sessions	Haynes, Lloyd	9/1/2017	Administrator will monitor implementation.	6/1/2018 quarterly
 G2.B2.S1.MA1 M390643	Stakeholders will be surveyed to monitor effectiveness of collaboration.	Haynes, Lloyd	8/21/2017	Feedback surveys	6/1/2018 quarterly
 G2.B2.S1.MA1 M390644	Administration will attend PLC and grade level meetings.	Haynes, Lloyd	8/21/2017	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.	6/1/2018 weekly
 G2.B2.S1.MA3 M390645	Administration will observe academic pacing when visiting classrooms. Teachers will attend...	Haynes, Lloyd	8/21/2017	Sign-in sheets/Agendas/ Grade Level Meetings/ Administrative classroom visits/ DPP Plans	6/1/2018 monthly
 G2.B2.S1.A1 A364894	We will identify and provide professional development on proper PLC Meetings and how to function as...	Haynes, Lloyd	8/21/2017	Attend PLC and grade level meeting to determine needs.	6/1/2018 weekly
 G2.B2.S1.A2 A364895	Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of...	Haynes, Lloyd	8/21/2017	All stake holders will attend training on pacing. Administration will monitor implementation during classroom visits.	6/1/2018 monthly
 G1.B1.S2.A1 A364887	Conduct parent-teacher visits at students' homes.		10/2/2017	Parent-teacher conference form samples; Parent-teacher visit logs	6/1/2018 one-time
 G1.B1.S2.A3 A364888	Provide social services on site for students and their families (mental health contracted...		10/2/2017	Contracted services agreement	6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1 A364889	Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.	Ellzey, Mandy	10/2/2017	Contracted services agreement	6/1/2018 one-time
G1.B1.S4.A2 A364891	Extended school day for grades K-2 for Blue Lake and Palm Terrace	Roman, Leticia	8/1/2017	Payroll time sheets	6/1/2018 one-time
G1.B1.S1.MA1 M390630	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G1.B1.S3.MA1 M390636	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G1.B1.S4.MA1 M390639	Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G1.B1.S1.MA1 M390629	Monitoring and Responding to Schools' Interim Assessment and MTSS Data	Holland, Eric	9/1/2017	District Interim Assessments; MTSS data	8/29/2018 monthly
G1.B1.S2.MA1 M390632	Monitoring and Responding to Parent and Community Engagement Data	Roman, Leticia	9/1/2017	Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)	8/29/2018 monthly
G1.B1.S2.MA1 M390633	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	8/29/2018 biweekly
G1.B1.S2.MA2 M390634	Check progress and determine next actions in Transformation Team	Marcks, Teresa	9/1/2017	Refer to Action Step in Evidence in Step 5	8/29/2018 weekly
G1.B1.S3.MA1 M390635	Monitoring and Responding to Schools' MTSS Data	Gilliland, Kim	9/1/2017	MTSS Data	8/29/2018 monthly
G1.B1.S4.MA1 M390638	Monitoring and Responding to Schools' Interim Assessment Data	Holland, Eric	9/1/2017	District Interim Assessment Data	8/29/2018 monthly
G1.B1.S1.MA2 M390631	Check progress and determine next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G1.B1.S1.A7 A364884	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to...	Hinson, Jasmine	9/1/2017	Job description and NPA	8/31/2018 one-time
G1.B1.S1.A8 A364885	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and...	Hinson, Jasmine	9/1/2017	Job descriptions	8/31/2018 one-time
G1.B1.S1.A9 A364886	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops,...	Hinson, Jasmine	10/2/2017	Training calendar; MyPGS attendance	8/31/2018 one-time
G1.B1.S3.MA2 M390637	Check progress and determine next actions in Transformation Team	Marcks, Teresa	8/1/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G1.B1.S4.MA2 M390640	Check progress and determining next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G1.B1.S4.A1 A364890	Tutoring before and after school, as well as on weekends and summer.	Roman, Leticia	8/1/2017	Payroll time sheets	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. UNiSIG Goal: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

G1.B1 Recent trends at the school have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.

G1.B1.S1 Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. [copy] [copy]

PD Opportunity 1

Provide schoolwide CHAMPS training and follow-up support

Facilitator

Kaytlynn Milliken

Participants

All D Schools

Schedule

Biweekly, from 8/15/2017 to 6/1/2018

PD Opportunity 2

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

Facilitator

District Liaison, Secondary Curriculum Specialists

Participants

Turnaround Implementing School

Schedule

Monthly, from 8/15/2017 to 5/31/2018

PD Opportunity 3

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

Facilitator

District Liaison, Secondary Curriculum Specialists

Participants

Turnaround Implementing School

Schedule

On 5/29/2018

G2. If Palm Terrace Elementary School implements standards-aligned instruction based on the instructional shifts, then student achievement will increase.

G2.B1 Lack of knowledge

G2.B1.S1 Palm Terrace Elementary will work closely with district personnel to provide targeted support to improve teacher implementation of the 90 minute ELA block.

PD Opportunity 1

Teachers will meet and plan for ELA block with district liaison. Academic coach will follow up as well as additional planning meetings.

Facilitator

District Staff

Participants

PTE Teachers

Schedule

Weekly, from 8/29/2017 to 6/1/2018

PD Opportunity 2

Teachers will attend Instructional Best Practices sessions

Facilitator

District Staff

Participants

PTE Teachers

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

G2.B2 Curriculum focus

G2.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

Academic Coach

Participants

Teachers and administration will attend and lead PD.

Schedule

Weekly, from 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent				\$0.00
2	G1.B1.S1.A2	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.				\$0.00
3	G1.B1.S1.A3	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)				\$0.00
4	G1.B1.S1.A4	Provide schoolwide CHAMPS training and follow-up support				\$31,640.64
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG		\$3,200.00
			<i>Notes: Materials and supplies for school-wide CHAMPS training, paper, pens, folders, handouts, CHAMPS books (56 X \$50 ea)</i>			
	6400	130-Other Certified Instructional Personnel	2451 - Palm Terrace Elementary School	UniSIG		\$23,005.12
			<i>Notes: Salaries - Classroom Management Coach to provide CHAMPS training and support</i>			
	6400	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$1,822.08
			<i>Notes: Classroom Management Retirement @ 7.92%</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$1,760.00
			<i>Notes: Classroom Management Social Security @ 7.65%</i>			
	6300	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG		\$1,853.44
			<i>Notes: Classroom Management Medical Insurance</i>			
5	G1.B1.S1.A5	Provide support and training for best practices in instruction (lesson planning and curriculum pacing)				\$17,726.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG		\$1,920.00
			<i>Notes: Consultant from Curriculum Associates to provide training and follow-up coaching on best practices in lesson planning and curriculum pacing.</i>			
	6400	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG		\$1,600.00
			<i>Notes: Materials and Supplies for best practices training - paper, pens, binders, handouts, chart paper</i>			

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	6400	750-Other Personal Services	2451 - Palm Terrace Elementary School	UniSIG		\$11,200.00
			<i>Notes: Substitutes for - 2 days X \$100/day X 56 teachers</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$856.96
			<i>Notes: Substitute social security @ 7.65%</i>			
	5100	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG		\$1,996.80
			<i>Notes: Stipends to provide support for struggling teachers to observe demonstration classrooms</i>			
	5100	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$152.64
			<i>Notes: Observation Social Security @ 7.65%</i>			
6	G1.B1.S1.A6	Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data				\$0.00
7	G1.B1.S1.A7	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.				\$43,783.88
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	2451 - Palm Terrace Elementary School	UniSIG		\$33,750.00
			<i>Notes: Salary - TOA - \$45,000 X 75% of the year = \$33,750 each. This is a new position, not previously funded.</i>			
	6300	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$2,673.00
			<i>Notes: TOA retirement @ 7.92%</i>			
	6300	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$2,581.88
			<i>Notes: TOA social security @ 7.65%</i>			
	6300	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG		\$4,779.00
			<i>Notes: TOA medical insurance @ \$4,779</i>			
8	G1.B1.S1.A8	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teacher and tutoring hours)				\$45,377.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	2451 - Palm Terrace Elementary School	UniSIG		\$33,750.00
			<i>Notes: Salary for Intervention Teacher- \$45,000 X 75% of the year = \$33,750 .</i>			
	5100	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$2,673.00
			<i>Notes: Intervention Teachers retirement @ 7.92%</i>			

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	5100	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$2,582.00
			<i>Notes: Intervention Teachers social security @ 7.65%</i>			
	5100	230-Group Insurance	2451 - Palm Terrace Elementary School	UniSIG		\$6,372.00
			<i>Notes: Medical insurance @ \$6,372 each.</i>			
9	G1.B1.S1.A9	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.				\$18,457.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG		\$5,760.00
			<i>Notes: Hire consultant to provide Social Emotional Learning Training and provide follow up - RULER onsite - 3 member team @ \$6,000 ea</i>			
	6400	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG		\$640.00
			<i>Notes: Materials and supplies - R.U.L.E.R. binders and materials, folders, pens, chart paper</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$11,200.00
			<i>Notes: Substitutes for training - 2 days X \$100/day X 56 teachers</i>			
	6400	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$857.00
			<i>Notes: Substitute social security @ 7.65%</i>			
10	G1.B1.S2.A1	Conduct parent-teacher visits at students' homes.				\$3,779.33
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG		\$2,500.00
			<i>Notes: Stipends for teachers to do home visits - 10 teachers X 5 visits X 2 hours X \$25/hr</i>			
	6150	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$198.00
			<i>Notes: Stipend Retirement @ 7.92%</i>			
	6150	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$191.33
			<i>Notes: Stipend Social Security @ 7.65%</i>			
	6150	330-Travel	2451 - Palm Terrace Elementary School	UniSIG		\$890.00
			<i>Notes: Travel between schools and homes for home visits - 20 teachers X 10 weeks X 10 miles/week X .445 per mile.</i>			
11	G1.B1.S2.A3	Provide social services on site for students and their families (mental health contracted services). [copy]				\$25,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6100	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG		\$25,000.00	
			<i>Notes: Contracted Services with Halifax Behavioral Services or Children's Home Society to provide full-time Mental Health Specialists for South Daytona and Palm Terrace Elementary -</i>				
12	G1.B1.S3.A1	Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.					\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6100	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG		\$25,000.00	
			<i>Notes: Contracted services for Behavior Specialists - 1 Behavior Specialists from Behavior Change Artists X \$25,000 each.</i>				
13	G1.B1.S4.A1	Tutoring before and after school, as well as on weekends and summer.					\$38,149.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6200	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG		\$5,400.00	
			<i>Notes: Stipends for certified staff to provide tutoring before and after school, and weekends - 3 teachers X 3 hrs/wk X 20 wks X \$30/hr</i>				
	5900	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$427.68	
			<i>Notes: Tutoring retirement @ 7.92%</i>				
	5900	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$413.10	
			<i>Notes: Tutoring social security @ 7.65%</i>				
	5900	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG		\$1,953.28	
			<i>Notes: Materials and supplies for tutoring and remediation instruction</i>				
	5900	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG		\$25,920.00	
			<i>Notes: Stipends for extended instructional year - 3 wks X 4 days X 6 hrs X \$30 X 12</i>				
	5900	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$2,052.86	
			<i>Notes: Extended year Retirement @ 7.92%</i>				
	5900	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$1,982.88	
			<i>Notes: Extended year Social Security @ 7.65%</i>				
14	G1.B1.S4.A2	Extended school day for grades K-2 for Blue Lake and Palm Terrace					\$24,685.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	

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			2451 - Palm Terrace Elementary School			\$2,219.14
	5900	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG		\$19,440.00
			<i>Notes: Additional hour salary for K-2 teachers at Blue Lake and Palm Terrace: 8 teachers X 1 hr X \$27 X 90 days</i>			
	5900	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG		\$1,539.65
			<i>Notes: Extended day Retirement @ 7.92%</i>			
	5900	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG		\$1,487.16
			<i>Notes: Extended day social security @ 7.65%</i>			
15	G2.B1.S1.A1	Teachers will meet and plan for ELA block with district liaison. Academic coach will follow up as well as additional planning meetings.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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>			
16	G2.B1.S1.A2	Teachers will attend Instructional Best Practices sessions				\$0.00
17	G2.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	2017-18
			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>			
18	G2.B2.S1.A2	Palm Terrace Elementary will offer on-going academic pacing training to improve implementation of instruction.				\$0.00
					Total:	\$318,600.00