



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Palm Terrace Elementary School**

1825 DUNN AVE

Daytona Beach, FL 32114

386-274-3430

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 93%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 76%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Palm Terrace Elementary School

##### Principal

Susie Williamson

##### School Advisory Council chair

Stacey Postell

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susie Williamson	Principal
Joy Boyd-Walker	Assistant Principal
Mrs. Ruppen	Math Coach
Mrs. Tulak	Reading Coach
Mrs. Filer	Kindergarten Grade Chair
Mrs. Woodson	First Grade Chair
Mrs. Jefferies	Second Grade Chair
Mrs. Brown	Third Grade Chair
Mrs. Hart	Fourth Grade Chair
Mrs. Barrs	Fifth Grade Chair
Mrs. Young	ESE Grade Chair

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith: (Pending approval)

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Stacey Postell: Chairman  
 Susie Williamson: Secretary  
 Mrs. Sims: Staff  
 Mrs. Dunlop: Parent

Mrs. Lamar: Parent  
Mrs. Kelly: Community  
Mrs. Ray-Geer : Parent

**Involvement of the SAC in the development of the SIP**

The Palm Terrace SAC discusses the FCAT data and assists with the preparation of the SIP, annual budget, and safety/security of the school.

**Activities of the SAC for the upcoming school year**

The Palm Terrace Elementary SAC will meet at least 8 times a year. The group will monitor the progress of the SIP goals. The group will discuss activities that will enhance the educational experiences offered at the school. SAC will support PTA activities and encourage more parent involvement.

**Projected use of school improvement funds, including the amount allocated to each project**

At this time we have \$230 in our SAC budget. Teachers will write grants that support the implementation of Common Core State Standards.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Susie Williamson**

Principal	Years as Administrator: 15	Years at Current School: 1
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**Credentials** MA in Educational Leadership and Exceptional Student Education  
 Bachelors Degree in Biology/Education

**Performance Record** Effective or higher each year. FCAT Scores: 2013: D-423 R-52, M-52, W-45, S-49, RG 58, MG 62, R25%-55, M25% 54.2012  
 Discovery: 525-A,54% Reading, 63% Math, 81% Writing, 56% science, 63LGR, 76%LGM, 76%LQR, 63% LQM; 2011: A 550 points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% Reading 63%, Lowest 25% math 65%. 2010: A 602 points, reading 81, math 84, writing 74, science 74, LG Reading 65, LG math 76,25% Reading 58, 25% math 90: AYP 92%. 2009: "A" 566 points, Reading 81, math 76, Science51, writing 82, LG Reading 70, LG math 67, 25% reading 75, 25% math math 64, AYP no 97%. 2008 B AYP 97%, (72% R/70% M, 63% R/65% M, 57% R/72% M). 2007 "A" 584 AYP: no 92%, Reading 81%, math 80%, LG Reading 78%, LG Math 71%, Sci. 40% writing 81%, lower 25 read 84%, Lower 25% math 69%. 2006 "A" AYP No 97%, Reading 76%, Math 81%, Writing 77%, LG read 63%, LG Math 71, lowest 25% read 56%.

**Joy Boyd-Walker**

Asst Principal	Years as Administrator: 3	Years at Current School: 3
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**Credentials** MA in Educational Leadership  
 Bachelors Degree in Exceptional Student Education

**Performance Record** Evaluation are proficient or above. 2013: R-52, m-52, wr-45, s-49, RG-58 MG-62, R25%-55, MG-54,2012-C School 430 pons, 49% reading, 42% math, 85% writing,39% science, 59% LGR, 51% LGM, 51%LQR, 54% LQM; 2011-B School, AYP 87%, R66%, M64%,,W81%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60%

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Jessica Ruppen</b>		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	MA Educational Leadership and BA in Educational Leadership Certified in Elementary Education National Board Certified ESOL Endorsed	
<b>Performance Record</b>	Coach as been rated as proficient or above. 2013: R-52, M-52,Wr-45, S-49, RG-58, MG-62, R25%-55, M25%-54. Discovery Elementary 2012 525 A, 54%R, 63% M, 81% WR, 63% SCI, 63%LR, 76%LGM, 76%LQR, 63% LQM	

<b>Mary Tulak</b>		
Full-time / District-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Certified in Elementary Education	
<b>Performance Record</b>	Coach has been rated as proficient or distinguished each year. 2013 R-52, M-52, WR-45, S-49, RG-58, MG-62, R25%-55, M25%-54.2012-C School 49% R, 42% M, 85% WR, 39% SCI, 59% LGR, 51% LGM, 51% LQR, 54%LQM 2011-B School, AYP 87%, R66%, M64%,W81%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60%	

**Classroom Teachers**

<b># of classroom teachers</b>	50
<b># receiving effective rating or higher</b>	50, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	50, 100%
<b># ESOL endorsed</b>	19, 38%
<b># reading endorsed</b>	10, 20%
<b># with advanced degrees</b>	18, 36%

**# National Board Certified**

6, 12%

**# first-year teachers**

7, 14%

**# with 1-5 years of experience**

4, 8%

**# with 6-14 years of experience**

17, 34%

**# with 15 or more years of experience**

22, 44%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Palm Terrace Elementary reaches out to local colleges and assists with both Junior and Senior interns. With this partnership we stay in close contact with the educational placement professors at Bethune Cookman College, Daytona State College, and University of Central Florida.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Ms. Nelson: Mentor-Mrs. Klein who is an experienced ESE teacher.

Mrs. Barnes: Mentor-Mrs. Young who is an experienced ESE teacher.

Mrs. Kelly: Mentor-Mrs. Werdann who is an experienced first grade teacher.

Mr. Gibbs: Mentor-Mrs. Jefferies who is an experienced second grade teacher.

Mr. Durrance: Mentor- Mrs. Hart who is an experienced fourth grade teacher.

Mrs. Fontaine: Mentor-Mrs. Barrs who is an experienced fifth grade teacher.

Mentors will meet with teachers to discuss strengths and weaknesses then develop a plan to coach and model lessons. New ESE teachers attend the STARTS Program to learn how to write IEP's and follow the ESE curriculum. Grade level Chairs assist with daily functions and answer questions as

needed.

## **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are

provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students**Minutes added to school year:** 10,800

During the extended day for students we break our students into different walk to intervention groups based on standards in math and FAIR scores in reading. During extended day in math teachers use best practices and research based resources such as workbooks such as Everglades and our Envision remediation box that aligns with the Pearson. Teachers also use manipulative activities for student engagement as well as Kagan strategies and structures to increase learning time and provide an enriched curriculum.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The data is collected from Achievement Series for reading and math. Then analyzed in professional learning communities by teachers, coaches and administration. Data walls are used for teacher and student conferencing. This provides us with on-going data to regroup students for walk-to-intervention remediation. In addition to Achievement Series, the teachers analyze classwork and formative test and use observations to lead instruction. This is what determines the effectiveness of this strategy.

**Who is responsible for monitoring implementation of this strategy?**

Administration, Coaches and Grade Chairs are responsible for monitoring implementation of this strategy.

**Strategy:** Before or After School Program**Minutes added to school year:** 4,500

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Administration

**Strategy:** Weekend Program**Minutes added to school year:** 900

Saturday Camp is held after winter break for 6 weeks. Each Saturday students will rotate for 50 minutes in math, reading, science or writing. Prior skills and/or concepts are taught to reinforce weak standards that have been previously taught throughout the year.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administration and Coaches

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Intensive Academic Coach	Teacher
Kindergarten Chair	Teacher
First Grade Chair	Teacher
Second Grade Chair	Teacher
Third Grade Chair	Teacher
Fourth Grade Chair	Teacher
Fifth Grade Chair	Teacher
ESE Grade Chair	Teacher
Mrs. Williamson	Principal

**How the school-based LLT functions**

The Literacy Leadership Team identifies school based resources (both materials and personnel) to determine the continuum of academic supports available to students at the individual school site. Academic 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). PLCs and data meetings are used frequently to monitor student progress. Intervention programs are strategically selected for specific weaknesses shown by students. Our "Walk to Intervention" intervention programs are also monitored for student progress. As students improve, programs are changed to meet the needs of the student.

**Major initiatives of the LLT**

The major focus of our Literacy Leadership Team is to improve the five areas of reading. We are also working on rigor and using Close Reading strategies. We will use higher level questioning and engagement to improve rigor.

Palm Terrace will coach and expand skills of the 25 teacher who have taken Kagen Training. The ISTOA will facilitate Professional Development to the entire faculty on Close Reading and writing to text.

The District writing specialist will assist teachers in writing.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

All classroom teachers integrate Common Core Literacy Standards into their content area to support their students' critical reading and writing skills. Within the 120 minute Language Arts block teachers facilitate small group instruction for 60 minutes. Teachers attend Professional Development and collaborate with their peers through weekly PLC'S. Data walls are being developed at each grade level.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and

parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

### **Strategies for improving student readiness for the public postsecondary level**

High Schools Only: A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

or initiatives that are used at the school and district level:

- Dual Enrollment • IB
- Early College • College Expo
- Career Academies • College Tours
- High School Showcase • College Rep Visits
- AVID • Making College Count Programs
- Career and Technical Education Classes • Making High School Count Programs
- Advanced Placement Opportunities



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	52%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	48%	45%	No	53%
Hispanic	45%	75%	Yes	51%
White	77%	66%	No	79%
English language learners		0%		
Students with disabilities	32%	25%	No	39%
Economically disadvantaged	51%	49%	No	56%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	32%	35%
Students scoring at or above Achievement Level 4	50	22%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	27%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	81%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	58	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	55	53%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		19%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	45%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	52%	Yes	51%
American Indian		0%		
Asian		0%		
Black/African American	43%	47%	Yes	48%
Hispanic	30%	70%	Yes	37%
White	67%	63%	No	70%
English language learners		0%		
Students with disabilities	26%	25%	No	33%
Economically disadvantaged	43%	50%	Yes	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	31%	34%
Students scoring at or above Achievement Level 4	44	20%	21%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		55%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	58%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	50%	65%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	27%	34%
Students scoring at or above Achievement Level 4	15	22%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	500	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	186	28%	20%
Students retained, pursuant to s. 1008.25, F.S.	37	8%	6%
Students who are not proficient in reading by third grade	43	50%	45%
Students who receive two or more behavior referrals	68	7%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	65	6%	4%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Refer to the Title I Parent Involvement Plan.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Analyze and respond to data to provide appropriate interventions (remediation and acceleration) so student will perform on grade level.

## Goals Detail

**G1.** Analyze and respond to data to provide appropriate interventions (remediation and acceleration) so student will perform on grade level.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Palm Terrace uses our data meetings to disaggregated weak standards and then reteach. Our Math and reading Coaches will work with teachers to better understand the uses of data. We will use our academic intervention teachers as resources to support our classroom with data and remediation.

- School based coaches and district coaches will model Common Core strategies in classrooms. This will include lesson with higher level rigor, close reading, and engagement.
- School uses technology to remediate or accelerate academic skills (Waterford, iStation, and Study Island).
- Teachers will attend numerous professional development to improve academic skills. ("Thinking Math," iStation, SIPPS, unraveling Common Core, Interactive Notebooks, Debbie Diller's Math Work Stations, Rigor of Questions, Close Reading, Poverty and Children (Ruby Payne).

#### **Targeted Barriers to Achieving the Goal**

- Barriers: Attendance and tardies.
- Students miss academic time due to behaviors (discipline referrals).
- Students have low reading skills thus cannot read on level in any academic subject.
- Many students do not understand basic math facts.

#### **Plan to Monitor Progress Toward the Goal**

District test scores in all academic areas.

#### **Person or Persons Responsible**

Teachers, Coaches, and Administration.

#### **Target Dates or Schedule:**

As tests are administered.

#### **Evidence of Completion:**

Students scores are improved in all academic areas..

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Analyze and respond to data to provide appropriate interventions (remediation and acceleration) so student will perform on grade level.

**G1.B1** Barriers: Attendance and tardies.

**G1.B1.S1** Attendance and tardies are reduced by phone calls , guidance activities, positive reinforcement,and parent conferencing.

#### Action Step 1

Communication with parents.

#### Person or Persons Responsible

Teachers, administrators, social workers and parents.

#### Target Dates or Schedule

As needed.

#### Evidence of Completion

End of the year attendance data.

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

Attendance and tardy data will be checked weekly.

#### Person or Persons Responsible

Attendance data clerk, and guidance counselor.

#### Target Dates or Schedule

Weekly.

#### Evidence of Completion

Weekly attendance data found with guidance counselor..



### Plan to Monitor Effectiveness of G1.B1.S1

Attendance and tardy data.

**Person or Persons Responsible**

Administration, attendance clerk, and guidance counselor.

**Target Dates or Schedule**

Weekly.

**Evidence of Completion**

Attendance and tardies improve.

**G1.B1.S2** Our social worker will visit homes to assist with attendance. Administration and guidance counselor will also make make home visits.

**Action Step 1**

Visit homes when phone contacts are not successful.

**Person or Persons Responsible**

Social Worker and administration.

**Target Dates or Schedule**

As needed.

**Evidence of Completion**

Social worker and administration calendar.

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

Home visits.

**Person or Persons Responsible**

Guidance counselor.

**Target Dates or Schedule**

Weekly.

**Evidence of Completion**

Notes on weekly attendance data runs.

## Plan to Monitor Effectiveness of G1.B1.S2

Home visits to homes where phone contact cannot be made.

### Person or Persons Responsible

Guidance Counselor.

### Target Dates or Schedule

Weekly.

### Evidence of Completion

Less absences and tardies.

## G1.B2 Students miss academic time due to behaviors (discipline referrals).

**G1.B2.S1** School has a Behavior Leadership Team that reviews discipline data to design strategies to improve student behavior. We have a school wide discipline plan that uses positive reinforcement (Dolphin Dollars).

### Action Step 1

Behavior Leadership Team meets at least 4 times a year.

### Person or Persons Responsible

Behavior Leadership Team, Administration, Teachers, Parents

### Target Dates or Schedule

Meets at least 4 times a year.

### Evidence of Completion

End of the year discipline data.

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

BLT Team meets to review behavior problems..

### Person or Persons Responsible

Assistant Principal/BLT Chair

### Target Dates or Schedule

Monthly.

### Evidence of Completion

Monthly Discipline referral data going down.

## Plan to Monitor Effectiveness of G1.B2.S1

Discipline data.

### Person or Persons Responsible

Administration and Behavior Leadership Team.

### Target Dates or Schedule

At least 4 times a year.

### Evidence of Completion

Discipline referral are declining.

**G1.B3** Students have low reading skills thus cannot read on level in any academic subject.

**G1.B3.S1** Teachers will use Common Core Strategies to improve literacy at Palm Terrace.

### Action Step 1

Improve reading skills by using Common Core Strategies, increasing engagement, close reading, Thinking Math word problem strategies, technology, and remediation programs.

### Person or Persons Responsible

Teachers, Administration, Coaches, Intervention Teachers

### Target Dates or Schedule

Daily.

### Evidence of Completion

Summative reading test associated with our reading series and FCAT Reading Scores.

### Facilitator:

Stephanie Radford: Unwrapping Common Core Stephanie Radford: Close Reading Mrs. Jackson: Thinking Math, Thinking Math: Mrs. Ruppen istation: webcast Mrs. Williams: SIPPS Training

### Participants:

All Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Monitor summative reading scores. Classroom walk throughs and observations. Sign-in sheets for staff development.

#### **Person or Persons Responsible**

Teachers, Coaches, Intervention Teachers, Administration

#### **Target Dates or Schedule**

Daily.

#### **Evidence of Completion**

Summative reading scores, staff development, data on intervention programs

### **Plan to Monitor Effectiveness of G1.B3.S1**

Summative tests in all subject areas. Also monitor OPM of remediation programs.

#### **Person or Persons Responsible**

Math and reading coach, teachers, intervention teachers, administration

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Growth on summative tests in all academic areas.

**G1.B4** Many students do not understand basic math facts.

**G1.B4.S1** Teachers will use data, tutoring, Common Core strategies, math lab and increased hands on materials to improve math scores.

**Action Step 1**

Use "Thinking Math' strategies to improve math skills. Increase hands on materials in the classroom. Use CUBES strategies to complete math word problems.

**Person or Persons Responsible**

All teachers.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved math scores on summatives tests.

**Facilitator:**

District Thinking Math Facilitator. Small Group Math Centers (Deb Diller Book Study)

**Participants:**

11 Teachers from Palm Terrace have been trained in Thinking Math.. Book Study on Small Group Instruction will be available for 10 teachers.

**Action Step 2**

Improve strategies to teach math.

**Person or Persons Responsible**

Teachers, Coaches, Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved scores on math summatives.

**Facilitator:**

Susie Williamson

**Participants:**

Teachers who attended Kagan Training.

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Coach and observe "Thinking Math" and hands on activities in the classroom.

#### **Person or Persons Responsible**

Math Coach, District Coach, Administration.

#### **Target Dates or Schedule**

Bi-weekly.

#### **Evidence of Completion**

Improved math scores on summative tests (including DIEBLES reading selections for fluency, DRA, Mid-Year FAIR, Form B Summatives for Math, Short formatives on one math strand, Three week and five week reading tests), Classroom walkthrough observations

### **Plan to Monitor Effectiveness of G1.B4.S1**

Thinking Math, remediation programs, and hands-on math strategies will be monitored by classroom observations and data.

#### **Person or Persons Responsible**

Coaches, Teachers, Administration.

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Improved math scores on summatives.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with Pam Woods, Title X 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: (Add/Delete from suggested list below – must be specific to your school)

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

#### Nutrition Programs

Palm Terrace Elementary offers a variety of nutrition programs including:

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

#### Housing Programs

N/A

#### Head Start

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

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

#### Adult Education

N/A

#### Career and Technical Education

Elementary Schools: N/A

#### Job Training

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

#### Public School Choice

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



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Analyze and respond to data to provide appropriate interventions (remediation and acceleration) so student will perform on grade level.

**G1.B3** Students have low reading skills thus cannot read on level in any academic subject.

**G1.B3.S1** Teachers will use Common Core Strategies to improve literacy at Palm Terrace.

### PD Opportunity 1

Improve reading skills by using Common Core Strategies, increasing engagement, close reading, Thinking Math word problem strategies, technology, and remediation programs.

#### Facilitator

Stephanie Radford: Unwrapping Common Core Stephanie Radford: Close Reading Mrs. Jackson: Thinking Math, Thinking Math: Mrs. Ruppen istation: webcast Mrs. Williams: SIPPS Training

#### Participants

All Teachers

#### Target Dates or Schedule

Daily.

#### Evidence of Completion

Summative reading test associated with our reading series and FCAT Reading Scores.

**G1.B4** Many students do not understand basic math facts.

**G1.B4.S1** Teachers will use data, tutoring, Common Core strategies, math lab and increased hands on materials to improve math scores.

**PD Opportunity 1**

Use "Thinking Math' strategies to improve math skills. Increase hands on materials in the classroom. Use CUBES strategies to complete math word problems.

**Facilitator**

District Thinking Math Facilitator. Small Group Math Centers (Deb Diller Book Study)

**Participants**

11 Teachers from Palm Terrace have been trained in Thinking Math.. Book Study on Small Group Instruction will be available for 10 teachers.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved math scores on summatives tests.

**PD Opportunity 2**

Improve strategies to teach math.

**Facilitator**

Susie Williamson

**Participants**

Teachers who attended Kagan Training.

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved scores on math summatives.

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

Goal	Description	Total
	Total	\$0

**Budget Summary by Funding Source and Resource Type**

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

**Budget Details**

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Analyze and respond to data to provide appropriate interventions (remediation and acceleration) so student will perform on grade level.

**G1.B2** Students miss academic time due to behaviors (discipline referrals).

**G1.B2.S1** School has a Behavior Leadership Team that reviews discipline data to design strategies to improve student behavior. We have a school wide discipline plan that uses positive reinforcement (Dolphin Dollars).

**Action Step 1**

Behavior Leadership Team meets at least 4 times a year.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G1.B3** Students have low reading skills thus cannot read on level in any academic subject.

**G1.B3.S1** Teachers will use Common Core Strategies to improve literacy at Palm Terrace.

**Action Step 1**

Improve reading skills by using Common Core Strategies, increasing engagement, close reading, Thinking Math word problem strategies, technology, and remediation programs.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G1.B4** Many students do not understand basic math facts.

**G1.B4.S1** Teachers will use data, tutoring, Common Core strategies, math lab and increased hands on materials to improve math scores.

**Action Step 1**

Use "Thinking Math" strategies to improve math skills. Increase hands on materials in the classroom. Use CUBES strategies to complete math word problems.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 2**

Improve strategies to teach math.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**