Palm Terrace Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm Terrace Elementary School

1825 DUNN AVE, Daytona Beach, FL 32114

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The community of Palm Terrace Elementary will make a positive difference in the lives of the students and families we serve but creating an environment of clear and high expectations where student and family voice is the norm. We we accelerate learning and increase student achievement by providing access to strong instruction, deep engagement, and grade level assignments.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Troutman, Karen	Principal	
Elliott, Stefanie	Assistant Principal	
Jordan, Angel	Other	
Jefferies, LaSherica	Other	TOA
Masters, Kimberly	Teacher, K-12	Intervention teacher
Adkins, Jessica	Math Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council is used to provided input in SIP. Parents will also be provided with a 1 pager of SIP goals at Open House and will be able to provide input on SIP through the use of a QR code.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be reviewed monthly with SLT to determine impact of effectiveness. Student data will be used to drive conversations about progress towards meeting SIP goals. Two stocktake meetings have been scheduled (1 for the Fall and 1 for the Spring) to take a deeper dive into school wide data. During these meetings the SLT will determine if any goals need to be revised to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	49	30	64	24	28	0	0	0	210
One or more suspensions	1	7	8	21	8	18	0	0	0	63
Course failure in English Language Arts (ELA)	0	0	0	20	9	20	0	0	0	49
Course failure in Math	0	0	0	11	3	16	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	0	7	38	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	0	7	33	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	5	23	10	37	0	0	0	79

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	38	2	0	0	0	0	42
Students retained two or more times	0	0	1	0	1	1	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	19	12	23	17	7	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	16	0	0	0	0	24
Course failure in Math	0	0	0	5	6	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	14	31	25	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	13	30	19	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	10	20	20	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	5	18	3	0	0	0	0	32
Students retained two or more times	0	1	0	1	1	0	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	19	12	23	17	7	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	8	16	0	0	0	0	24
Course failure in Math	0	0	0	5	6	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	14	31	25	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	13	30	19	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	10	20	20	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	5	18	3	0	0	0	0	32
Students retained two or more times	0	1	0	1	1	0	0	0	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	52	53	34	53	56	34		
ELA Learning Gains				57			43		
ELA Lowest 25th Percentile				47			47		
Math Achievement*	35	55	59	40	42	50	36		
Math Learning Gains				67			37		
Math Lowest 25th Percentile				66			28		
Science Achievement*	46	62	54	33	55	59	47		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	80	60	59				70		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	80			
AMI				
ASN				
BLK	37	Yes	1	
HSP	34	Yes	3	
MUL	62			
PAC				
WHT	37	Yes	1	
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL				
AMI				
ASN				
BLK	48			
HSP	33	Yes	2	
MUL				
PAC				
WHT	55			
FRL	48			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			35			46					80
SWD	20			13			27				4	
ELL											1	80
AMI												
ASN												
BLK	41			31			44				4	
HSP	29			39							2	
MUL	69			54							2	
PAC												
WHT	38			38							3	
FRL	40			34			44				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	57	47	40	67	66	33					
SWD	7	44	57	11	42	42	6					
ELL												
AMI												
ASN												
BLK	34	59	50	38	67	64	27					
HSP	29			36								
MUL												
PAC												
WHT	45			50	70							
FRL	34	58	46	40	68	63	30					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	43	47	36	37	28	47					70
SWD	11	40		11	35	30	25					
ELL												70
AMI												
ASN												
BLK	33	43	50	33	34	23	46					
HSP	21			21								
MUL	38			47								
PAC												
WHT	47			67								
FRL	34	42	47	36	36	28	47					70

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	53%	0%	54%	-1%
04	2023 - Spring	47%	57%	-10%	58%	-11%
03	2023 - Spring	29%	53%	-24%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	57%	-32%	59%	-34%
04	2023 - Spring	30%	59%	-29%	61%	-31%
05	2023 - Spring	47%	55%	-8%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	61%	-17%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math proficiency was the data component that showed the lowest performance. According to PM3 data, math had a 3% decrease in overall proficiency from the previous school year. Contributing factors: Math coach was in a classroom covering a vacancy for 50% of the year. Misalignment in instructional tasks due to high percentage of novice teachers in math content and vacancies 3rd and 4th grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math proficiency was the data component that showed the greatest decline from the previous year. According to PM3 data, math had a 3% decrease in overall proficiency from the previous school year. Contributing factors: Math coach was in a classroom covering a vacancy for 50% of the year. Misalignment in instructional tasks due to high percentage of novice teachers (4/6 third grade teachers were new to teaching and/or out of field) in math content and vacancies in 3rd and 4th grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the SSA data, our 3rd-5th grade proficiency data in math had the greatest gap compared to the state. The state average was 58% and 22-23 SY proficiency data was 37% proficient for a difference of 21%. Contributing factors: Math coach was in a classroom covering a vacancy for 50% of the year. Misalignment in instructional tasks due to high percentage of novice teachers (4/6 third grade teachers were new to teaching and/or out of field) in math content and vacancies in 3rd and 4th grade. Another contributing factor includes underperforming cohorts in GR.3-5, high populations of students in each grade level needed more intensified supports to access grade level curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

Science component showed the most improvement with a 14% increase from the previous school year. The new actions we took in this area was intensified support from district support team. Increase exposure to fair game science standards by completing PENDA during 5th grade morning learning lab. Increase in completion of common experiments in GR.4-5.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS data reflects a high area of concern in more than 10% absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The systems identified as needing the most attention on our campus for the upcoming school year are:
- Increase Math proficiency
- Teacher provides explicit instruction aligned to the benchmark and intended learning
- Teacher provides tasks aligned to the benchmark and intended learning

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Feedback as evidence based practice

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher Practice: By September 2023, 70% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By November 2023, 85% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By January 2024, 100% of teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs.

Student Practice:
After administration of PM1 and PM2, all students will show growth consistent with state growth trends.
By February of 2024, 45% of students will show proficiency on benchmark aligned assessments in Math, 50% of students will show proficiency on benchmark aligned assessments in ELA, and 50% of students show proficiency on benchmark aligned assessments in Science.

Coaching Practice:
By April 2024, the number of teachers with 3 or more years teaching experience receiving Tier 2-3 support will decrease by 80%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher Practice:
-Classroom walkthrough trend data will be collected and analyzed weekly.
- Administration and coaches will attend common planning to monitor for benchmark-aligned planning of tasks.
- Teachers will use student work samples during common planning to monitor alignment of tasks;
Teachers will bring samples of (approaching, on level and below) level work samples to monitor benchmark alignment.

By September 2023, 70% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By November 2023, 85% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By January 2024, 100% of teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs.

Student Practice:
After administration of PM1 and PM2, all students will show growth consistent with state growth trends.
By February of 2024, 45% of students will show proficiency on benchmark aligned assessments in Math, 50% of students will show proficiency on benchmark aligned assessments in ELA, and 50% of students show proficiency on benchmark aligned assessments in Science.

Coaching Practice:
By April 2024, the number of teachers with 3 or more years teaching experience receiving Tier 2-3 support will decrease by 80%.

Person responsible for monitoring outcome:

Karen Troutman (kmtroutm@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing professional development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by school- based experts (coaches and district curriculum team and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.
Providing professional development is identified as a Tier 2 intervention identified by WWC as evidence by The Impact of Providing Performance Feedback to Teachers and Principals; Michael, G.; Andrew G.; Seth B.; Jordan R.; Mengli S.; David M.; Melanie A. (2017). U.S. Department of Education. Retrieved from: https://ies.ed.gov/ncee/pubs/20184001/pdf/20184001.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Create a professional development scheduled that allows for explicit teaching of instructional look-fors for planning. Leadership team will create a common planning protocol tool that defines expectations for high quality instruction, deep engagement, and grade appropriate assignments.

Person Responsible: Stefanie Elliott (slelliot@volusia.k12.fl.us)

By When: Initial- August 2023; ongoing training through May 2024

Action Step 2: Administration will develop a digital "look for" tracker aligned to the "look for" planning protocol document presented to teachers and will determine coaching need based on data from weekly walkthroughs.

Person Responsible: Karen Troutman (kmtroutm@volusia.k12.fl.us)

By When: Initial- August 2023; ongoing through May 2024

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

New Teacher center tools

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student results May 2024:
ELA proficiency- 50%
Math proficiency- 45%
Science proficiency- 50%

Teacher results May 2024:
Increase in teacher retention by 10% from previous school year.

Coaching Practice:
Increase in coaching case loads and cycles completed by academic coach by 10% from previous school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher Practice:
-Classroom walkthrough trend data will be collected and analyzed weekly.
- Administration and coaches will attend common planning to monitor for benchmark-aligned planning of tasks.
- Teachers will use student work samples during common planning to monitor alignment of tasks; Teachers will bring samples of (approaching, on level and below) level work samples to monitor benchmark alignment.

By September 2023, 70% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By November 2023, 85% of classroom teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs. By January 2024, 100% of teachers will provide students with benchmark-aligned tasks as evidence in walkthroughs.

Student Practice:
After administration of PM1 and PM2, all students will show growth consistent with state growth trends.
By February of 2024, 45% of students will show proficiency on benchmark aligned assessments in Math, 50% of students will show proficiency on benchmark aligned assessments in ELA, and 50% of students show proficiency on benchmark aligned assessments in Science.

Coaching Practice:
By April 2024, the number of teachers with 3 or more years teaching experience receiving Tier 2-3 support will decrease by 80%.

Person responsible for monitoring outcome:

Karen Troutman (kmtroutm@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing professional development monthly: By providing collaborative planning weekly and coaching weekly through intensive teacher professional learning, facilitated by school- based experts (coaches and district curriculum team and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.
Providing professional development is identified as a Tier 2 intervention identified by WWC as evidence by The Impact of Providing Performance Feedback to Teachers and Principals; Michael, G.; Andrew G.; Seth B.; Jordan R.; Mengli S.; David M.; Melanie A. (2017). U.S. Department of Education. Retrieved from: https://ies.ed.gov/ncee/pubs/20184001/pdf/20184001.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Create a master schedule with monthly new teacher meetings identified. Ensure lead mentors, administration and academic coaches are available to help facilitate meetings and professional learning.

Person Responsible: Angel Jordan (aljordan@volusia.k12.fl.us)

By When: Initial August 2023; Ongoing through May 2024.

Action Step 2: Administration will develop a digital "look for" tracker aligned to the "look for" planning protocol document presented to teachers and will determine coaching need based on data from weekly walkthroughs. Professional learning: 3-4 week coach cycles (initiated August 14,2023), Ongoing support during collaborative planning weekly. Math/Science, ELA, ESE, Behavior Management support session provided to teachers every Tuesday and Thursday. ESE IEP data tracking and accommodations Oct.3-5)

Person Responsible: Jessica Adkins (jradkins@volusia.k12.fl.us)

By When: Initial August 2023; Ongoing through May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Grant funding will be reviewed the SAC at the August 23,2023 meeting. Title 1 budget and additional funds will be reviewed. SAC will be able to provide feedback on budget and answer any questions that committee members may have about the budget.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Because 60% of our third grade students scored a 1 or 2 on the FSA, we as a school entity know that we need to focus heavily on our early interventions in reading. Deliverable lesson plans aligned to the 4 "look fors" (Teacher provides explicit instruction aligned to the benchmark and intended learning, Teacher provides tasks aligned to the benchmark and intended learning, Teacher asks questions to deepen understanding of the intended learning, Teacher provides students with opportunities to collaborate) with timely and
explicit feedback will allow instructional leaders to support teachers in aligning standards and collecting feedback for differentiated by rigorous instruction. We have also increased additional intervention support in primary grades by assigning a half time intervention teacher to K-2 intervention schedule.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Because 60% of our third grade students scored a 1 or 2 on the FSA, we as a school entity know that we need to focus heavily on our ELA proficiency and learning gains in the coming years. Deliverable lesson plans aligned to the 4 "look fors" (Teacher provides explicit instruction aligned to the benchmark and intended learning, Teacher provides tasks aligned to the benchmark and intended learning, Teacher asks questions to deepen understanding of the intended learning, Teacher provides students with opportunities to collaborate) with timely and explicit feedback will allow instructional leaders to support teachers in aligning standards and collecting
feedback for differentiated by rigorous instruction. We have also increased additional intervention support in primary grades by assigning an intervention teacher to 3-5 intervention groups.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Within the 2023-2024 school year, Palm Terrace will have 50% of students in grades K-2 score at or above proficiency as it is defined by the Renaissance testing platform in the third CSPM testing window.

Grades 3-5 Measurable Outcomes

Within the 2023-2024 school year, Palm Terrace will have 50% of students in grades 3-5 score at or above proficiency as it is defined by CSPM as measured by the FAST assessment in the third progress monitoring testing window.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Palm Terrace will monitor the goal via the two prior CSPM testing windows, one at the beginning of the year
as a baseline and the other as a diagnostic measurement of progress. District assessments and formative
assessments in the classroom will serve as intermittent data points to create micro data on standards based rubrics, checklists, and digital tracking tools.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Troutman, Karen, kmtroutm@volusia.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Decision Tree interventions that were state approved and evidence based will be the only interventions offered on campus (SIPPS, ABC Foundations, Kilpatrick, Stepping Stones, etc). These programs all meet
Florida's definition of evidence-based. These programs all align with the district's K-12 Comprehensive Evidence-based Reading Plan based on decision tree information. All programs align to foundational standards and benchmarks as outlined in the ELA B.E.S.T. standards.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All needs will be addressed using the district-provided decision trees. Criteria from the decision tree in conjunction with Ongoing Progress Monitoring will identify and support all stakeholders in defining criteria
for specific program use. The effectiveness is established through district norms and standards to determine effectiveness per targeted population.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - a Literacy Leadership Team was established prior to the beginning of the school year to include all administrators, coaches, media specialists, and intervention teachers. Literacy Leadership will meet frequently as needed to establish understanding of current and up to date data and form actionable steps to plan for further progress.	Troutman, Karen, kmtroutm@volusia.k12.fl.us
Literacy Coaching - Palm Terrace's literacy coach will establish coaching cycles with teachers on an as-needed basis. The coach will utilize research- and evidence-based coaching tools to support teachers in increasing student achievement.	Adkins, Jessica, jradkins@volusia.k12.fl.us
Assessment - all stakeholders will utilize assessment data to further inform practice and drive instruction. School Leadership Team will meet monthly to recognize deficits and plan data-driven courses of action therein. Collaborative Planning will be informed via up-to-date assessment data.	Elliott, Stefanie, slelliot@volusia.k12.fl.us
Professional Learning - standards-aligned learning opportunities build from deficits and areas of focus led by school and district leaders.	Elliott, Stefanie, slelliot@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SIP will be shared with SAC members and Palm Terrace families throughout the school year. SIP one pager will be reviewed with SAC at the first SAC meeting of the year on August 23, 2023. Palm Terrace families will receive the same 1 pager at "Open House" and will be provided with a QR code to provide feedback or enter questions about the SIP. December/January SIP progress will be reviewed with SAC. SIP updates will be distributed to families and shared during family nights in the Spring. SIP will also be posted on the school website, and social media sites (Facebook and Twitter).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

This school year we have implemented a weekly school newsletter to share on all social media sites. The school newsletter provides parents with reminders of dismissal times for the week, upcoming events, and a message from administration. Teachers also have the ability to print this document out and send it to families or share the message on school social media accounts such as ClassDojo. We also stream morning news live daily through our school YouTube page and provide families an opportunity to view the show daily. During the show we give students and families reminders about school expectations and events. We also hold family nights throughout the year that provide families with resources to use at home with students to increase academic support.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Palm Terrace is a PBIS - Positive Behavior Intervention System - school. A committee is formed on campus
representing all grade levels in order to capitalize on teacher and student voice and build capacity and ownership to increase campus-wide efficacy as it relates to school culture and environment, directly impacting student achievement. When behavior expectations are set, learning can take place. Teachers are trained regularly in planning protocols for high quality instruction. Throughout this high quality instruction and regularly feedback from coaches, and administration, student academic progress should also increase. October 2023, we will begin an after school tutoring program on campus to provide students with additional time to accelerate learning. We also work with Food Brings Hope, this group is sponsoring an off campus tutoring opportunity to 30 Palm Terrace students, five days a week at Daytona State College.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No