

Volusia County Schools

Palm Terrace Elementary School



2020-21 Schoolwide Improvement Plan

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Palm Terrace Elementary School

1825 DUNN AVE, Daytona Beach, FL 32114

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

Demographics

Principal: Tucker Harris

Start Date for this Principal: 2/16/2018

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: D (39%)</p> <p>2017-18: D (33%)</p> <p>2016-17: D (38%)</p> <p>2015-16: D (38%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	TIER 3
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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: School Information

School Mission and Vision

Provide the school's mission statement

Mission Statement of Palm Terrace Elementary:

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

Provide the school's vision statement

Vision Statement of Palm Terrace Elementary: It is our belief that not only every child can learn, but that the faculty and staff at Palm Terrace Elementary will provide every opportunity to ensure the success of each student.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Harris, Tucker	Principal	#1 Servant -oversee day to day operations of the school -provide coaching and feedback in order to improve teacher practice -motivate and challenge each stakeholder to make a lasting positive impact on the PTE community -oversee and refine a dynamic leadership team that will work collaboratively to rise to the challenge of helping each of our students succeed
Margison, Antoinette	Instructional Coach	-provide coaching and feedback to teachers to improve practice -collaboratively plan with grade levels to ensure that each student receives highest quality instruction every day -collaborate with TNTP in order to improve overall instruction at PTE and increase student achievement
Filer, Terranius	Teacher, K-12	-communicate between administration and colleagues -provide timely information -facilitate grade level meetings -help to facilitate PLCs -collaborate with TNTP in order to improve practice and increase student achievement
McGowan, Amanda	Teacher, K-12	-communicate between administration and colleagues -provide timely information -facilitate grade level meetings -help to facilitate PLCs -collaborate with TNTP in order to improve practice and increase student achievement
Jordan, Angel	Teacher, K-12	-communicate between administration and colleagues -provide timely information -facilitate grade level meetings -help to facilitate PLCs -collaborate with TNTP in order to improve practice and increase student achievement
Harkness, Elizabeth	Teacher, K-12	-communicate between administration and colleagues -provide timely information -facilitate grade level meetings -help to facilitate PLCs -collaborate with TNTP in order to improve practice and increase student achievement

Name	Title	Job Duties and Responsibilities
Lewandowski, Joseph	Teacher, K-12	-communicate between administration and colleagues -provide timely information -facilitate grade level meetings -help to facilitate PLCs -collaborate with TNTP in order to improve practice and increase student achievement

Demographic Information

Principal start date

Friday 2/16/2018, Tucker Harris

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

39

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students

School Grades History	2018-19: D (39%) 2017-18: D (33%) 2016-17: D (38%) 2015-16: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	TIER 3
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	96	82	116	96	83	0	0	0	0	0	0	0	575
Attendance below 90 percent	20	37	13	29	20	11	0	0	0	0	0	0	0	130
One or more suspensions	4	3	2	4	7	11	0	0	0	0	0	0	0	31
Course failure in ELA	0	0	0	2	13	8	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	11	40	52	0	0	0	0	0	0	0	103
Level 1 on 2019 statewide Math assessment	0	0	0	38	48	51	0	0	0	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	3	2	4	22	22	0	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	9	1	11	16	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 5/25/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	98	93	95	118	80	90	0	0	0	0	0	0	0	574
Attendance below 90 percent	13	17	14	27	18	17	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	10	8	8	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	26	28	56	0	0	0	0	0	0	0	110

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	12	15	18	0	0	0	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	4	0	14	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	98	93	95	118	80	90	0	0	0	0	0	0	0	574
Attendance below 90 percent	13	17	14	27	18	17	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	10	8	8	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	26	28	56	0	0	0	0	0	0	0	110

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Students with two or more indicators 0 0 0 12 15 18 0 0 0 0 0 0 0 45

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 2 4 0 14 0 0 0 0 0 0 0 0 0 20

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	56%	57%	29%	55%	56%
ELA Learning Gains	44%	56%	58%	33%	51%	55%
ELA Lowest 25th Percentile	42%	46%	53%	29%	39%	48%
Math Achievement	35%	59%	63%	31%	60%	62%
Math Learning Gains	45%	56%	62%	33%	54%	59%
Math Lowest 25th Percentile	42%	43%	51%	32%	40%	47%
Science Achievement	34%	57%	53%	43%	58%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	58%	-25%	58%	-25%
	2018	28%	56%	-28%	57%	-29%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	30%	54%	-24%	58%	-28%
	2018	30%	54%	-24%	56%	-26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		2%				
05	2019	30%	54%	-24%	56%	-26%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	60%	-24%	62%	-26%
	2018	32%	58%	-26%	62%	-30%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	28%	59%	-31%	64%	-36%
	2018	28%	60%	-32%	62%	-34%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	35%	54%	-19%	60%	-25%
	2018	31%	57%	-26%	61%	-30%
Same Grade Comparison		4%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	56%	-25%	53%	-22%
	2018	41%	56%	-15%	55%	-14%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	13	29	29	14	36	27	6				
ELL	18	30		27	60						
BLK	29	38	38	30	39	44	29				
HSP	28	53		25	63		30				
MUL	58	67		53	47		55				
WHT	41	56		49	56		38				
FRL	33	43	41	35	44	41	33				

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	3	23	29	10	32	29	14				
BLK	24	31	27	26	29	20	36				
HSP	17	22		28	57	70	55				
MUL	67	46		54	36						
WHT	38	43		38	30		60				
FRL	29	34	29	30	32	33	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Due to the Covid-19 Pandemic FSA scores for SY 2019-2020 are unavailable. Based on SY 2018-2019 data ELA and Science achievement were the areas that showed the lowest performance. ELA achievement was 33% and science was 34%.

iReady diagnostic data support this data in ELA, indicating that 26% of students scored in tier 3.

SY 2019-2020 presented a unique challenge to student achievement in that the transition to virtual instruction was made on March 27 and continued for the duration of the school year. This led to limited face to face instructional and assessment opportunities.

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

Science achievement showed the greatest decline in SY 2018-2019 with an 11% decline. This is most likely attributed to literacy deficiencies inhibiting students' ability to fully comprehend the material presented as well as a lack of deep understanding of the standards that would allow students to perform well on the FSSA.

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

Math achievement showed the greatest discrepancy between Palm Terrace Elementary and state average with a 27% difference. This could be most likely be attributed to a transition to teaching updated standards and teachers' confidence and expertise with those standards as well as students difficulty in moving from concrete to conceptual understanding.

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

ELA LQ achievement showed a 13% improvement from 2018 to 2019. Palm Terrace Elementary focused on standards based intervention in the classroom as well as providing small group intervention outside the classroom with a highly qualified interventionist.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

ELA Achievement and Science Achievement were selected as areas of focus as the ESW indicates a high rate of students with low achievement in multiple assessment areas (240 students across grades 3-5).

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

1. ELA Achievement
2. Science Achievement
3. SEL: proactive behavioral support and a focus on a reduction in tardies

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on historical data indicating that in 2017-2018 29% of students demonstrated proficiency and in 2018-2019 33% of students demonstrated proficiency in ELA which is below district and state proficiency levels it is necessary to increase ELA achievement at Palm Terrace Elementary. Hattie's research shows a 1.29 effect size for response to intervention. Based on this data Palm Terrace Elementary has planned multiple avenues for intervention in ELA. In grades 3-5 students will be receiving daily targeted intervention by their classroom teacher as well as a well skilled intervention teacher. Additionally, rotational groups will be designed in order to maximize each instructional minute. Each of these strategies will not only remediate missing standards but will cohesively engage students in the current standard which will drive student achievement.

Measureable Outcome:

In the 2020-2021 school year Palm Terrace ELA achievement will increase from 33% to 41%.

Person responsible for monitoring outcome:

Tucker Harris (tharris@volusia.k12.fl.us)

Evidence-based Strategy:

Palm Terrace Elementary plans to have a strategic and targeted ELA instructional plan for the 2020-2021 school year to include the following components:

- Continual analysis and response for formative and summative data
- Standards based planning and preparation using a guiding template
- The use of pre and post assessments for each standard
- Strategic groupings to allow for standards based intervention and enrichment
- Highly aligned tasks to match standards and targets
- Providing students learning targets and success criteria
- Use of collaborative structures and thinking maps

Rationale for Evidence-based Strategy:

In reflecting upon what increased student achievement previously it is evident that the teachers and students benefit from a highly structured ELA block. By implementing the above strategies students will have clear expectations of the their learning. The students will have greater self efficacy (effect size of .92) as well as the ability to gauge their own progress (effect size 1.33). Additionally, teachers will have the tools and structure to provide deliberate and engaging daily instruction and remediation (teacher efficacy 1.57 effect size).

Action Steps to Implement

Provide supported planning time twice per week in order to prepare standards aligned lessons.

Person Responsible

Tucker Harris (tharris@volusia.k12.fl.us)

Provide classroom observational feedback in order to improve teacher delivery, thereby impacting student achievement. Walkthroughs will be conducted weekly based on the previous week's data to target speciifc areas of need, teachers, etc. A protocol will be used weekly to target the following week.

Person Responsible Tucker Harris (tharris@volusia.k12.fl.us)

Provide ongoing support and coaching in the ELA structure and content.

Person Responsible Antoinette Margison (amargiso@volusia.k12.fl.us)

Weekly PLC and guided plannings will focus the majority of time,, 80%, to standard aligned lessons prep and planning. The other 20% will be focused on responding to data, using quarterly assessments (summatives) and specific formatives consistent across the grade level.

Person Responsible Antoinette Margison (amargiso@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: From the 17/18 school year to the 18/19 school science achievement showed an 11% decline. This indicates a need to support science instruction. Some of the areas that will need to be focused on are teacher knowledge of the standards, increasing the depth of instruction in grades 3 and 4, and building students literacy skills in order to fully comprehend and master the science standards as demonstrated on the FSSA. Through a targeted approach of building in fair game standards as well as providing additional content based vocabulary and hands on experiences student achievement will increase.

Measureable Outcome: In the 2020-2021 school year science achievement will increase from 34% to 45%.

Person responsible for monitoring outcome: Tucker Harris (tharris@volusia.k12.fl.us)

Evidence-based Strategy: Palm Terrace Elementary School will collaborate with District Science Specialist and Resource Teachers in order to ensure that teachers are providing standards aligned instruction, focusing appropriately on grade level and fair game standards, and allowing for hands on application of science standards. Additionally, fifth grade teachers received training though J and J Bootcamp in order to provide instruction in this research-based program for focused remediation.

Rationale for Evidence-based Strategy: Hattie's research indicates a 1.29 effect size for response to intervention and it would stand to reason that through the utilization of a specific intervention system as well as providing additional instruction in the fair game standards that student achievement will increase.

Action Steps to Implement

Continue analysis of data, to include Topic Checks, Standards Monitoring Assessments (1 per semester) and Volusia Science Tests.

- Monitor the use of J and J based on best practices and provide coaching, etc. to ensure the research based program is delivered as intended to ensure the research based outcomes follow.

Person Responsible Antoinette Margison (amargiso@volusia.k12.fl.us)

-Guided Planning will be used in 5th grade to ensure fair game and grade level standards are appropriately addressed, reviewed, etc.

Person Responsible Antoinette Margison (amargiso@volusia.k12.fl.us)

-Use of J and J Bootcamp as supplemental science intervention
 -Bi-weekly walkthroughs focused on science instruction and the implementation of J and J boot camp.

Person Responsible Tucker Harris (tharris@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Attendance is vital to student achievement. Palm Terrace Elementary is 4% below the district attendance average of 96%. According to the EWS 131 students have attendance below 90%, with 69 students being habitually truant. This data support the need to take steps in order to increase student attendance for the 2020-2021 school year. Increased attendance will lead to increased instruction as well as the opportunity to close instructional gaps and improve student achievement.

Measureable Outcome: In the 2020-2021 school Palm Terrace Elementary will increase average attendance from 92% to 94% and reduce daily tardies by a minumum of 10%.

Person responsible for monitoring outcome: Tucker Harris (tharris@volusia.k12.fl.us)

Evidence-based Strategy: Through the use of positive Social Emotional Learning strategies, and Sanford Harmony curriculum (effect size .39) Palm Terrace Elementary will have an environment that inviting and that students want to attend. Palm Terrace Elementary teachers have also received training in the RULER program allowing the focus to be on Restorative Practices.

Rationale for Evidence-based Strategy: Social Emotional Learning has made great impact at Palm Terrace Elementary since the implementation late in the 2017 school year. The focus will be on building upon the foundation of social skills and student pride in their education and achievement by including targeted parent contact in order to support families in realizing the importance and necessity of daily attendance (parent autonomy effect size .15). Additionally TNTP will include in their partnership with PTE, strategies and support related to increasing student attendance. Some of these strategies include: shared vision, intentional culture and diversity, authentic collaboration, and 360 degree communication. The intention of these strategies is to develop a true partnership between school and home community.

Action Steps to Implement

- morning check-in will be used in each classroom with a time allocated on the master schedule to ensure it takes place.
- Sanford Harmony will be utilized in each classroom in order to provide a clear road map of SEL instruction.
- k and 1 will be provided a social skills special area rotation, which will be led by our SEL TOA and guidance counselor with the goal of building foundational skills in this area for all students in k and 1.
- SEL TOA will provide support and coaching to teachers and students in order to ensure a fully rounded SEL program at Palm Terrace Elementary.

Person Responsible Tucker Harris (tharris@volusia.k12.fl.us)
 -Parent contact, support, and follow up

Person Responsible Tucker Harris (tharris@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In addition to ELA Achievement, Science Achievement, and improving attendance, Palm Terrace Elementary will be focusing on ensuring that the students who are participating in Volusia Live Instruction receive the same level of instruction, remediation, and acceleration as students participating in Brick and Mortar instruction. There will be ongoing technology support through the Digital Learning Lead Teacher as well as the Administrative Teacher on Assignment. Additionally, Live teachers will receive the same academic support through the academic coaches and Tntp partners. Teachers will receive coaching and feedback using the Tntp Instructional Walk Through Tools to Literacy and Mathematics.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

All stakeholders at Palm Terrace Elementary are committed to creating an environment where students are valued, respected, and provided belief in themselves to realize their potential.

The Principal works tirelessly to secure business partners that meet the needs of the school in ways such as, donations of backpacks filled with school supplies, uniforms, and funds for special incentives for the students.

Palm Terrace has a long standing relationship with local colleges and universities in order to provide opportunities for interns to come and learn from the teachers and students, often these interns return to give back and teach at Palm Terrace.

Constant communication is in place through the use of teacher contact and Administrative Connect Ed calls. Monthly PTA and SAC meetings are offered in order to ensure that all voices are heard and to work towards building an even stronger school community.

From the first face families see; the front desk Office Specialist to the classroom teachers, and administration each person seeks to make the families feel welcomed and valued. At Palm Terrace Elementary each person views all of the students as "our kids" and works each day to

communicate worth and high expectations. Each team member is invested and will stop at nothing to ensure that each student has a chance of winning.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$15,278.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$11,564.05
<i>Notes: Materials and Supplies Ready Florida Student Books</i>						
	5100	510-Supplies	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$3,714.20
<i>Notes: Materials and Supplies student consumable materials</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$14,118.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$12,000.00
<i>Notes: Instructional Leaders Supplement (\$1,500 x 8 Leaders)</i>						
	6300	210-Retirement	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$1,200.00
<i>Notes: Instructional Leaders Supplement Retirement @ 10%</i>						
	6300	220-Social Security	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$918.00
<i>Notes: Instructional Leaders Supplement Social Security @ 7.65%</i>						
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$227,564.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	312-Subagreements greater than \$25,000	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$57,564.00
<i>Notes: Contracted Services Behavior Specialist to manage behavior plans</i>						
	6400	312-Subagreements greater than \$25,000	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$170,000.00
<i>Notes: Contracted Services for The New Teacher Project (TNTP)</i>						
					Total:	\$258,566.25