

Duval County Public Schools

Parkwood Heights Elementary School



2015-16 School Improvement Plan

Parkwood Heights Elementary School

1709 LANSDOWNE DR, Jacksonville, FL 32211

<http://www.duvalschools.org/parkwood>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In collaboration with family and community the mission of Parkwood Heights Elementary is to provide an academically rigorous learning experience in a safe environment.

Provide the school's vision statement

The vision of Parkwood Heights Elementary is to do what is best for children as we develop competent independent learners who are eager to explore the possibilities of what they can become.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In many cases teachers administer a student inventory during the beginning of the year. After the data from this inventory is analyzed teachers incorporate the finding to enhance the classroom environment and lessons. This strategy which celebrates every child and builds a positive rapport between all stakeholders. Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003; Perry & Weinstein, 1998).

Describe how the school creates an environment where students feel safe and respected before, during and after school

The safe and healthy climate at Parkwood Heights Elementary is continuously taught, monitored and adjusted for highest impact. Learning extends outside the core curriculum into areas such as learning how to behave appropriately. Healthy relationships are built between adults, students and parents, all to support student learning. Both proactive(Champs) and reactive approaches are used to teach students how to keep their school a safe and educationally effective. Regardless of the time of day, students are always closely supervised. Parkwood Heights goes to great lengths to offer high interest afterschool programs such as The Cathedral Arts Project, Guitar Club, Track Club, Basketball Club and the GirlSmart program to keep students actively engaged in learning and physical activities until they go home.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The safe and healthy climate at Parkwood Heights Elementary is continuously taught, monitored and adjusted for highest impact. Learning extends outside the core curriculum into areas such as leaning how to behave appropriately. Healthy relationships are built between adults, students and parents, all to support student learning. Both proactive and reactive approaches are used to teach students how to keep their school a safe and educationally effective. Regardless of the time of day, students are always closely supervised. Parkwood Heights goes to great lengths to offer high interest afterschool

programs such as The Cathedral Arts Project, Guitar Club and Girls on the Run to keep students actively engaged until they go home.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The staff at Parkwood Heights “go the extra mile” to meet the social and emotional needs of our students and their families. Sometimes, this includes relying on the partnership with Full Service Schools.

A significant social-emotional gain was made with the full implementation of student uniforms. It is rare for students to come to school without their full uniform, but the school has developed and implements a process to ensure that the student can receive appropriate clothing and get back to their classroom. Having students in uniform has further supported the community feeling at Parkwood Heights, eliminating traditional social-economical differences.

Mentoring and counseling is also a common practice at Parkwood Heights, even by the principal. He learns his students, usually by name and keeps his finger on the pulse of the school through the relationships he builds. Relationships are developed through tutoring, special lunches together, encouragement, and guidance. He serves as a mentor to the students, but also as a role model for other adults at Parkwood Heights. He teaches through example how teachers can (and do) become involved in the lives of their students, ensuring that the social-emotional needs of students are met.

Early Warning Systems

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

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

At the conclusion of each grading period the Leadership Team will analyze attendance, discipline and course results for Language Arts and Mathematics. The LT will look for barriers to student success and will discuss ways in which to minimize those barriers.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	2	1	2	2	1	9
One or more suspensions	0	0	1	4	3	5	13
Course failure in ELA or Math	2	1	3	4	3	1	14
Level 1 on statewide assessment	0	0	0	11	18	25	54

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	2	2	1	6

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parkwood Heights Elementary has several strategies to reduce the number of students that exhibit behaviors that hinder their academic growth. Strategies include parent conferencing, after-school enrichment programs, Full- Service referrals and Guidance Counselor conferences. Parent conferences are held anytime that a student exhibits behaviors that are promoting their achievement. After school enrichment programs sometimes provide an outlet for students that increases their motivation and desire to perform better in school. Full Service is an community resource that allows schools and parents the opportunity to have a professional meet with them and their child to provide additional support. The Guidance counselor at Parkwood Heights meets with students in small group settings to discuss childhood issues and concerns in an effort to remove barriers to their success.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/201381>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parkwood Heights Elementary builds and sustains partnerships with local community by making sure that they are a active part of our school community. We are always looking for opportunities to help a business by giving them our student work to display or having a spirit night at their business. We also invite our community partners to participate in our school activities.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Price, Ashton	Principal
Heybruch, Peggy Sue	Assistant Principal
Clark, Amy	Instructional Coach
Neil, Kelly	Teacher, K-12
Sapp, Demetrice	Guidance Counselor
Burney, Raleigh	Instructional Coach

Duties

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

Parkwood Height's Leadership Team meets monthly to discuss and address the on-going concerns of struggling students. Grade levels meet weekly to discuss and implement coordination of students between classrooms needing greater academic assistance and bring their concerns and needs to the leadership Team. Once next steps are developed they are then brought to the shared decision making team to discuss and share. then once all barriers have been removed the next steps are implemented.

Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.

Peggy Sue Heybruch, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.

Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading.

Raleigh Burney- Math Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of mathematics.

Demetrice Sapp, guidance- Leads the social and emotional development aspects of student development.

Kelly Neil, Lead Science Teacher- Helps up develop next steps and look for regarding our Science programs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Parkwood Heights Collaborative Problem Solving Team (CPST) meets routinely, once monthly, to assess district and state assessments and/or to hear teacher concerns regarding individual student academic growth. All students are given Tier 1 Core Instruction. Those students struggling are identified by the CPST and the Gen Ed teacher and the area(s) of concern are addressed by a Tier 2 Intervention Plan, providing the student a small group setting meeting at least 3 times a week for remediation in the area of concern. Specific

Tier 2 Interventions have been identified for use in Reading/ELA, Math, and Science. Should the student continue to struggle and fails to catch up with his classmates, ie. fails to "close the gap" in a timely manner, the Gen Ed teacher, the CPST and parent meet to address a more intensified Tier 3 Intervention, which involves meeting daily and in an even smaller group size. Should these efforts fail to move the student into the academic range of his peers in an appropriate and timely manner, then the CPST will refer the student to the Multi Resource Disciplinary Team involving district and school personnel to assess and determine eligibility for Exceptional Student Services (ESE). Should eligibility be determined, these students will be provided with continuing academic or emotional/behavioral support provided by our schools ESE resource teachers, driven by data with goals and objectives set forth on the student's Individual Educational Plan (IEP). Resource allocation for funding and staffing of ESE resource teachers is determined by the number of ESE students at our school as well as the number of Tier 3 students needing support. Resource allocation and teacher support systems also involve Genesis, Inform, IM, CGA, DAR, I Ready, FCAT scores and classroom assessments, as well as district and school workshops and information dispersion on the RTI model. Services provided with the use of these funds ensure that we have smaller classroom sizes and additional resources for teachers in subjected areas with noted concerns. They are also used to fund our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/ Professional Development. We also fund at least one paraprofessional position that assist teachers in

the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.

SAI funds will be used to retain the services of three teachers to assist level one and two students in grades 3rd- 5th on Saturday mornings.

Violence Prevention Programs

CHAMPS is implemented in every classroom throughout Parkwood Heights Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity. We are also planning to utilize the Second Step Program in grades KG – 3rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues.

All students at Parkwood Heights Elementary has the option of eating breakfast at no cost. We are a Community Eligibility Option School and part of the Breakfast in the Classroom initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ashton Price	Principal
Patricia Trice	Parent
Leslie Craver	Parent
Madeline Wise	Business/Community
John Brennan	Teacher
Holly New	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC from Parkwood Heights Elementary analyzed the data from last year and the SIP.

Development of this school improvement plan

The School Advisory Council brainstormed with the Principal on areas of concern and needed improvement. After compiling a list of areas of concern the information was then shared with subject area committee heads to start the problem solving process for each. The problem solving process provided us with a plan to remedy each area of concern.

Preparation of the school's annual budget and plan

The SAC participated in the creation of the school's annual budget and plan by helping the Principal identify additional areas of concern and after all personnel decisions were made the SAC helped decide how to allocate additional funds.

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

The SAC typically uses the school improvement funds on activities that keep families connected to the school. The funds may be used this year to purchase home- school connection tools such as agendas.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Price, Ashton	Principal
Heybruch, Peggy Sue	Assistant Principal
Clark, Amy	Instructional Coach
Sapp, Demetrice	Guidance Counselor
Palmer, Latoyia	Teacher, K-12
Smith, Rebecca	Teacher, K-12
Booker, Cheryl	Teacher, K-12
Cuartas, Verna	Teacher, K-12
Bittof, Julie	Teacher, K-12
Bates, Teresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets bi-weekly to discuss data, student work, and needed professional development. As well

as develops activities that engages the whole family in reading. The LLT will also look at the student achievement for individual students to determine next steps for instruction.

Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.

Peggy Sue Heybruch, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.

Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading. In addition the Reading Coach assists in developing next steps for students.

Demetrice Sapp, guidance- Leads the social and emotional development aspects of student development. The guidance counselor also helps the LLT remove barriers to the child success.

Julie Bitoff- Reading Interventionist- Responsible for Reading Interventions to be implemented with students.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Team building at Parkwood Heights Elementary for teachers is an important part of our staff development plan, as it provides the time and opportunity to boost morale and recharge our staff, creating a more positive school culture. At each month's faculty meeting, selected teachers are awarded the "Gold Star Award" for their above-and-beyond efforts.

PLC's are Professional Learning Communities formed by teachers who teach the same subject or grade level. They meet at least once a week to share best practices, lesson plans and methodologies. In this way they give support to each other. This improves peer relationships, collaborative planning, instruction and student learning.

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

Parkwood Heights Elementary will retain highly qualified, certified- in-field, and effective teachers to the school by providing support and assistance through on -going Professional Development delivered by our Professional Development Facilitator. Foster an environment in which high quality teaching is the expectation. Celebration of successes, encouragement of continuous improvement and maintaining the best educational environment possible are all priorities at Parkwood Heights Elementary.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Parkwood Heights Elementary mentoring plan matches inexperienced teachers with seasoned veterans that have the qualities and explicit instructional strategies that have produced documented growth in student achievement. Our mentoring plan also allows for the mentored teacher to see varying styles to determine which will be best for them to adopt.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Parkwood Heights Elementary ensures its core instructional programs are aligned to Florida standards by using the standards as a guide when creating lessons. In addition, our curriculum guides, developed by the District also uses Common Core Standards as the foundation. The administration of the school analyzes lessons to ensure that all programs and materials are aligned to the Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses assessment data to determine the effectiveness of instruction with students. If more than 70% of the class masters a task then 30% that did not may receive some differentiated instruction for that particular task while the 70% as an extension task. In addition the student that has not mastered the specific standard or task may be offered an opportunity to come after school for additional time on that particular task.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,500

The students will participate in computer based programs to increase proficiency in mathematics and reading. The proposed after school Safety Net program will be held two days a week (Tuesday and Thursday) except for holidays. Students will be recommended by the classroom teacher for participation based on academic need. Differentiated instruction will be provided by Highly Qualified, Parkwood Heights' teachers with oversight by Ashton Price, the schools' Principal.

Strategy Rationale

The computer based program will differentiate instruction based on student need. The additional time on tasks may be necessary for some students to achieve mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Price, Ashton, pricea@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected and analyzed on a monthly basis to identify trends among the students involved. The data will also be used to identify whether the student is in need of more intensive remediation.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten Round-Up invitations are sent to various preschools in the area. The prospective kindergarteners participate in a tour of the kindergarten classrooms, and celebrate with a light snack. Parkwood Heights also coordinates a visit to Arlington Middle for 5th graders to transition to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

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

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers receive correct on time professional development related to IREADY student profiles and interventions they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for growth of all students in all areas.
- G2.** If teachers receive the correct, on time professional development related to Positive Behavior Interventions and Support, Parkwood Heights' should reduce the number of student disciplinary referrals written.

Strategic Goals Detail

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

G1. If teachers receive correct on time professional development related to IREADY student profiles and interventions they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for growth of all students in all areas. 1a

G071765

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Differentiating instruction through enrichment activities, project based activities, and performance tasks during center rotations. Teachers will also utilize Teachers Toolbox from I-ready to differentiate data.

Targeted Barriers to Achieving the Goal 3

- Identifying appropriate resources that will meet the content limitations as well as Florida State Standards.

Plan to Monitor Progress Toward G1. 8

Student data will be analyzed on a regular basis to determine the progression made towards meeting the identified goal and to determine appropriate interventions for those that are not progressing.

Person Responsible

Ashton Price

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Student data from curriculum guide assessments and classroom assessments

G2. If teachers receive the correct, on time professional development related to Positive Behavior Interventions and Support, Parkwood Heights' should reduce the number of student disciplinary referrals written. 1a

G071766

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	24.0

Resources Available to Support the Goal 2

- Current business partners have provided some incentives but more are needed.
-

Targeted Barriers to Achieving the Goal 3

- Funds needed for incentives for students

Plan to Monitor Progress Toward G2. 8

Teachers implement our PBIS plan with fidelity.

Person Responsible

Ashton Price

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Documentation of activities implemented and monitoring of disciplinary referrals.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers receive correct on time professional development related to IREADY student profiles and interventions they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for growth of all students in all areas. **1**

 G071765

G1.B1 Identifying appropriate resources that will meet the content limitations as well as Florida State Standards. **2**

 B187098

G1.B1.S1 Review vetted resource to differentiate and extended students learning experience. Create resources that will met the content limitations and NSSS standards. **4**

 S198533

Strategy Rationale

This will allow students to be taught at their instructional levels regardless current class ability.

Action Step 1 **5**

Explore resources and select appropriate materials for students.

Person Responsible

Ashton Price

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Evidence of Completion

Ongoing

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

This strategy will be monitored during classroom instruction and center rotation.

Person Responsible

Raleigh Burney

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student work, math journals, assessment data, and focus walks/observations.

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

The strategy will be monitored for effectiveness via class observation, student work, and student assessment data.

Person Responsible

Ashton Price

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student work, student assessment data, and data chats

G2. If teachers receive the correct, on time professional development related to Positive Behavior Interventions and Support, Parkwood Heights' should reduce the number of student disciplinary referrals written. 1

G071766

G2.B1 Funds needed for incentives for students 2

B187099

G2.B1.S1 School stakeholders will explore ideas for free or low cost incentives that will motivate and challenge students to change their behaviors to ones that promote a safe and conducive learning environment. 4

S198534

Strategy Rationale

Parkwood Heights Elementary has limited funds and donors to supply incentive resources for teachers and students.

Action Step 1 5

Evaluate the ideas presented by individuals and group, then begin to plan for the implementation of accessible and feasible activities

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Assessments and data of literacy activities implemented

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

Activities to motivate and enhance student learning by using free or low cost rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Documentation of activities implemented and teacher made assessments

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

Activities to motivate and enhance student learning by using free or low cost rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Documentation of activities implemented and teacher made assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Explore resources and select appropriate materials for students.	Price, Ashton	10/2/2015	Ongoing	5/31/2016 monthly
G2.B1.S1.A1	Evaluate the ideas presented by individuals and group, then begin to plan for the implementation of accessible and feasible activities	Price, Ashton	8/24/2015	Assessments and data of literacy activities implemented	6/8/2016 quarterly
G1.MA1	Student data will be analyzed on a regular basis to determine the progression made towards meeting the identified goal and to determine appropriate interventions for those that are not progressing.	Price, Ashton	10/1/2015	Student data from curriculum guide assessments and classroom assessments	6/3/2016 monthly
G1.B1.S1.MA1	The strategy will be monitored for effectiveness via class observation, student work, and student assessment data.	Price, Ashton	8/24/2015	Student work, student assessment data, and data chats	6/8/2016 weekly
G1.B1.S1.MA1	This strategy will be monitored during classroom instruction and center rotation.	Burney, Raleigh	8/24/2015	Student work, math journals, assessment data, and focus walks/ observations.	6/8/2016 weekly
G2.MA1	Teachers implement our PBIS plan with fidelity.	Price, Ashton	8/24/2015	Documentation of activities implemented and monitoring of disciplinary referrals.	6/8/2016 monthly
G2.B1.S1.MA1	Activities to motivate and enhance student learning by using free or low cost rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources	Price, Ashton	8/24/2015	Documentation of activities implemented and teacher made assessments	6/8/2016 quarterly
G2.B1.S1.MA1	Activities to motivate and enhance student learning by using free or low cost rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers	Price, Ashton	8/24/2015	Documentation of activities implemented and teacher made assessments	6/8/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Theatre, author studies, Text Talk, adaptive literacy computer resources				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers receive correct on time professional development related to IREADY student profiles and interventions they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for growth of all students in all areas.

G1.B1 Identifying appropriate resources that will meet the content limitations as well as Florida State Standards.

G1.B1.S1 Review vetted resource to differentiate and extended students learning experience. Create resources that will met the content limitations and NSSS standards.

PD Opportunity 1

Explore resources and select appropriate materials for students.

Facilitator

Raleigh Burney & Amy Clark

Participants

Core Teachers

Schedule

Monthly, from 10/2/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Explore resources and select appropriate materials for students.	\$0.00
2	G2.B1.S1.A1	Evaluate the ideas presented by individuals and group, then begin to plan for the implementation of accessible and feasible activities	\$0.00
Total:			\$0.00