

Collier County Public Schools

Parkside Elementary School



2016-17 Schoolwide Improvement Plan

Parkside Elementary School

5322 TEXAS AVE, Naples, FL 34113

<https://www.collierschools.com/pse>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	F

**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 Collier County School Board on 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	79
Appendix 2: Professional Development and Technical Assistance Outlines	88
Professional Development Opportunities	88
Technical Assistance Items	97
Appendix 3: Budget to Support Goals	105

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Parkside Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

As a school community we will foster an environment where students are able to develop character traits that exemplify respect, kindness, and good judgment. As educators we will provide purposeful, differentiated, and interactive learning experiences which will encourage students to challenge themselves and reach their full potential.

b. Provide the school's vision statement.

Empowering students for lifelong success.

2. School Environment

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

There are several initiatives that will help school staff learn more about students' cultures and enhance relationships between students and teachers.

1. Staff Development

- Stephen Peters- Gentlemen's Club and Ladies Club
- Stephen Peters Professional Development- Do You Know Me Well Enough to Teach Me; Teaching Capture and Inspire All Learners.
- PBS Committee
- Kagan Accelerating Achievement which includes building classroom communities
- Staff development related to understanding poverty

2. Parent Involvement Assistant – This position was created during the 2014-2015 school year.

- There is a person dedicated full time to enhancing relationships between parents and the school (hence, teachers/students) with activities such as: parent workshops, school wide family events such as STEM night, home visits, and parent communication.

3. Implementing elements learned through staff development the following initiatives were developed to support the needs and culture of our population. In addition, collaborative relationships will be developed between staff and students.

In School Programs/Events

- Bullfrog Buddies- Staff to Student Mentoring Program
- PTO Sponsored Family Events- Sun 'n Fun Night
- Student Council
- Peer Mediation
- Academies
- Victories- ELL and students brand new to the country
- Stephen Peters- Gentlemen's Club
- Stephen Peters- Ladies Club
- Summer Voyager Program
- STEM Academies

4. Out of School Programs/Events

- Neighborhood Christmas Parade

- Girls on the Run
- Kids on the Go
- Odyssey of the Mind

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

All stake holders work together to ensure a safe campus supported by the following:

- Positive Behavior Intervention and Support - Positive Behavior Support (PBIS) is an evidence-based strategy and system to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.
- Peer Mediation - A means for students to help their peers solve conflicts and learn peaceful ways to handle problems in the future
- Youth Relations Bureau Deputy
- Facilities - single point of entry, double sets of doors requiring door release for entry
- Peaceful Playgrounds - Peaceful Playgrounds was designed as a preventive positive behavior support program to be implemented school wide. Being able to play cooperatively in the outside, unstructured environment empowers children, and teaches them to work cooperatively in the classroom as well.
- Safety Drills - fire drills, lock down, tornado drills
- Hierarchy of consequences (classroom, parents, office, Youth Relations Bureau Deputy)
- Staff placed strategically across campus during arrival and dismissal
- Fast Pass
- Student-Led Conferences

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

Positive Behavior Intervention and Support (PBIS) is an evidence-based strategy and system to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. By using PBIS our staff will learn a new way to think about behavior by understanding why problem behavior occurs. PBIS will be used school-wide from the cafeteria to the hallways to the classrooms with individual students and is visible in all areas through posters and routines. The PBIS systems in place reduce the occurrence of problem behavior in school, resulting in increased academic performance. As a PBIS Model School this initiative has proven to be, and will continue to be critical as a school-wide behavioral system. In the 2013-2014 Parkside was awarded a Silver Award for Model School Status. The 2014-2015 Model School Status is still pending.

Schoolwide positive systems include the following:

- Weekly Super Student Awards
- Students of the Week
- Compliment Charts
- Parkside Expectations: Prepared to Learn, Show Respect, Everyone is Responsible
 - o The expectations and what the expectations look like in various areas around the school are posted on signage throughout the building
- Staff recognition through Friday Focus, News Features, special parking, Random Acts of Kindness Book, and weekly thank you notes from Leadership Team
- Behavior interventions such as: infractions, parent conferences, school counselor intervention, peer mediation, active PBIS committee to problem solve,
- Bi-weekly Group Analysis meetings with school leadership and Intervention Support Specialist to analyze student behavioral and academic data
- Job embedded professional learning to assist teachers in the classroom who may be having management challenges

In addition, the use of Kagan (all teachers trained) structures to improve student engagement is used school-wide, from kindergarten to 5th grade in all subject areas. By boosting student engagement during instructional time, Kagan helps to increase academic achievement while simultaneously reducing discipline problems and developing social skills and character. When students are engaged, they pay attention and are motivated to learn more.

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

- Peer Mediation - A means for students to help their peers solve conflicts and learn peaceful ways to handle problems in the future
- School Counselor- behavior multi-tiered system approach using a check-in and check-out program, collaborative effort between counselor, teachers and Instructional Support Specialist
- Group Analysis Weekly or Bi-Weekly Meetings- school leadership that analyzes students behavior and academic data to monitor appropriate actions related to interventions and instructional implications.
- School Assemblies
- Gentlemen and Ladies Clubs - A leadership/mentoring program geared towards increasing student engagement and motivation through relationship and career building, role-models and mentors, service to the community
- Girls on the Run - Girls on the Run is a transformational physical activity based positive youth development program for girls in 3rd-8th grade. We teach life skills through dynamic, interactive lessons and running games. The program culminates with the girls being physically and emotionally prepared to complete a celebratory 5k running event. The goal of the program is to unleash confidence through accomplishment while establishing a lifetime appreciation of health and fitness.
- Parent Involvement Assistant - duties include enhancing teacher and parent communication and parent training

3. Early Warning Systems

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

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

Attendance:

We contact the parent/guardian regarding any unexcused absence or absence for which the reason is unknown in a timely manner through automated phone callers, letters through the mail, and parent conferences. Parent/guardian must justify the absence and provide documentation for excused absences. Teachers at the school report any student(s) with five (5) unexcused absences or reasons unknown within a calendar month or fifteen (15) absences within ninety (90) calendar days to the Assistant Principal. If the Assistant Principal determines a pattern of nonattendance whether the absences are unexcused or validated, he/she will schedule a meeting with the parent and a district Student Relations Specialist to determine intervention strategies. In some cases, truancy issues may be referred to the Student Relations Specialist. In extreme cases, a petition is filled with the courts.

Suspensions:

During our monthly group analysis meetings with the Leadership Team, School Psychologist, and Intervention Support Specialist, we discuss and examine academic and behavior student data and effective interventions to address the needs. Some of these interventions included check in/check out, behavior plans, behavior contracts, PBIS school wide strategies, change of classroom placement, and in extreme cases, alternative placement is discussed.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	13	7	6	4	5	0	0	0	0	0	0	0	46
One or more suspensions	0	4	2	6	8	3	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	44	44	0	0	0	0	0	0	0	101

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

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

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

Prior to a student receiving a failing grade all efforts are made to ensure core instruction is comprehensive, differentiated and rigorous. If students still continue to struggle, teachers employ classroom based intervention strategies and ongoing progress monitoring of the grading period's targeted standards. District benchmark testing, running records, digital learning resources (e.g., iReady, Discovery Education) as well as teacher developed testing is conducted to monitor student progress and drive instructional change. Ongoing parent contact is made to inform parents of the students struggle, the subsequent intervention and progress reporting. Data tracking and student progression discussions take place with the academic coaches and individual grade-level teams to ensure all measures have been implemented to allow the student to attain their highest potential. In the area of English Language Arts, students who are still not meeting grade level standards are placed in Tier II & Tier III support services. These evidence-based supports is in addition to classroom instruction.

After a student has received a level 1 score on the Florida Statewide Assessment (FSA), classroom placement for the subsequent year is strategic and targeted to address student academic outcomes. Considerations of the grade-level strengths and opportunities for growth are made when placing students with teachers and with one another. ELL and ESE support personnel are placed based on the classrooms with the highest need. After school academy programs (e.g., Physics, Drama, Environmental, STEM) further reinforce classroom English Language Arts (ELA), Mathematics, and Science content through strategic curriculum writing and highly engaging hands-on experiences that go beyond the scope of the classroom. In the area of ELA, students scoring a level one receive priority placement in tiered intervention groups. Students identified as the lowest 25% on state testing, are more closely monitored through grade level and administration PLC's and data chats. This monitoring begins early in the year and continues as additional district quarterly benchmark assessments and other formative student performance data compiled. Instructional adjustments are then made to meet the needs of these students.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309529>.

2. Description

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

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

The school has developed relationships with a variety of community agencies like Laces of Love for shoes, Catholic Charities for K-5 clothing apparel, Undercover Angels for uniforms and the Chamber of Commerce for financial support for our Leader in Me initiative. We have created a partnership with local companies, civic groups and agencies, and invite them to our leadership day so that they can witness the impact of their support with a student run leadership day which includes data chats, goal setting, public speaking, display of the arts and many other activities. We also have many teachers who secure grants through grant writing for items needed for their students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Stewart, Tamie	Principal
Holland, Holley	Assistant Principal
Alford, Norman	Assistant Principal
Gemmer, Tom	School Counselor
Fletcher, Colleen	Instructional Coach
Barber, Sarah	Instructional Coach
Eaton, Kriste	Instructional Coach
Ware, David	Instructional Coach

b. Duties

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

The Principal and Assistant Principals conduct over 253 classroom observations to monitor instruction. Through the teacher observations, administration provides focused feedback and support

as appropriate. Administration is also involved with professional learning, grade level planning, monitoring of lesson plans, and the use of high yield strategies related to ambitious instruction and student engagement. The instructional coaches serve as instructional leaders, in a variety of ways, such as: planning, job embedded professional development, facilitating small and large group professional development, facilitating twice monthly PLCs, serving as liaisons between district content coordinators and the school, coaching cycles with teachers, side by side coaching, and modeling. Shared decision making is accomplished in a variety of ways such as: committee meetings/input, dialogue during planning and PLC's, and staff surveys.

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

The Multi-Tiered System of Support (MTSS) Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in grade level PLC's to facilitate the MTSS process at each grade level. Members of the school based MTSS leadership team will meet regularly to evaluate student data and strategic support to the grade level problem solving teams and review school wide MTSS issues.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff

development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and

Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tamie Stewart	Principal
Anita Blanco	Education Support Employee
Ana Sanchez	Parent
Angela Polanco	Teacher
Erika Rodriguez	Parent
Margarita Rodriguez	Parent
Emilia Montessi	Education Support Employee
Cecilia Canales	Parent
Jean Paul	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee evaluated and discussed students performance data (Florida Standards Assessment and Statewide Science Assessment) and were given opportunities to provide input related to the implications of the student data as it is related to school improvement goals.

b. Development of this school improvement plan

An analysis of student achievement and school performance data will occur. The School Advisory Council (SAC) will review various sections of the School Improvement Plan (SIP) as related to the school community and give input regarding the priorities and strategies to be included in the School Improvement Plan. The staff, School Advisory Council, and district staff provided input on the School Improvement Grant (SIG) which would guide the School Improvement Plan.

c. Preparation of the school's annual budget and plan

The SAC will be briefed and given opportunity for input related to annual budget priorities.

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

The SAC will discuss the projected use of funds during a monthly meeting held early in the year 2016.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fletcher, Colleen	Instructional Coach
Stewart, Tamie	Principal
Holland, Holley	Assistant Principal
Barber, Sarah	Instructional Coach
Alford, Norman	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Providing a focus on core instruction including direct and explicit instruction in pre-reading, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies. Parkside has implemented a Reading Incentive Program to Foster Independent Reading.

*Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

*Increasing strategies that provide for opportunities for students to learn at higher levels of Bloom's Taxonomy while increasing their depth of knowledge so that material may be understood at greater levels of cognitive complexity.

*The Literacy Leadership Team supports the implementation of the District's K-12 Research Based Reading Plan.

D. Public and Collaborative Teaching

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

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

Parkside's dramatic improvement in the area of teacher retention is evidence of the positive working relationships found in the school and the opportunities for collaborative planning. Two years ago about 77% of teachers were new, however, for the 2014-15 and 2015-2016 school years, there were no brand new teachers.

The school leadership team makes it a priority to acknowledge staff efforts in various ways, such as: weekly thank you notes, Friday Focus that recognizes staff, staff feature on school news and then a special parking place for the week, Trinity by the Cove Church community partnership fully dedicated to teacher retention and building school culture by providing multiple events and recognition throughout the year, Random Acts of Kindness notebook with teacher favorites so staff can do special niceties for one another, multiple staff events after school, active staff Social Committee.

Teachers collaboratively plan several times a week to support one another and students. These sessions often include academic coaches for additional support. Teachers also have daily common planning time. Additionally, teachers will participate in two instructional rounds opportunities during the year. Through the award of the School Improvement Grant, teachers will have an additional 6 full days of collaborative planning throughout the year.

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

1. Professional Learning

>Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings, Early Release Days, PLCs, 6 Full Day Grade Level planning sessions, job embedded, instructional rounds

>Staff Development based on: Initiatives, staff input, classroom observation data, student data

2. Instructional Leadership:

>Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies

>CTEM Observations to support teachers/grade levels with best practices, appropriate staff development; meaningful feedback

>Embedded professional learning: Collaborative planning sessions with academic coaches, instructional coaches modeling and coaching in the classrooms, teachers and coaches working together during instructional rounds

3. New Teacher Support:

>Partnering new teachers with a qualified mentor

>Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

4. Empowering Teachers:

>Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally

>Involve teachers in meaningful decision making through committee work and surveys

6. School Management and Safety:

>Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety

7. Recruitment:

>Continue to build relationships with area universities for referrals of interns and potential candidates

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

New Teacher Support:

>Partnering new teachers with a qualified mentor who can readily provide meaningful support

>Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

Professional Learning

>Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs, Bull's Eye Fridays

>Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, student data

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the District Improvement and Assistance Plan (DIAP). The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. Collier County Public Schools addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model (CTEM), based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our school uses student outcome data to provide and differentiate instruction to meet the diverse needs of students in a variety of ways. Teachers, academic coaches, and administrators meet in grade level PLCs bimonthly to analyze district benchmark, iReady, and other assessment data. All teachers also participate in weekly collaborative planning sessions with our academic coaches. During these sessions, teachers create lesson plans that help them engage students with instructional strategies that ensure achievement of learning expectations, provide feedback to students, employ effective implementation of the Gradual Release of Responsibility Model, Launch/Explore/Summary, or 5E Model. They also provide multiple, differentiated levels of intensity of instructional delivery to students based on data. Our school's curriculum and assessment programs include a clear understanding of standards/expectations, the use of data analysis, assessments that are highly aligned to the standards, the use of formative and summative data, a comprehensive scope and sequence provided by our district, an understanding of available resources, support for professional development and implementation, and ongoing reflection and revision. Teachers effectively implement the aligned resources and provide feedback to students on their performance. We also frequently measure student academic progress using a variety of assessment procedures and use results of the assessments to improve individual student performance and also to improve the instructional program.

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

Strategy: After School Program

Minutes added to school year: 3,840

After School Academies: Students participate in academies such as Physics, STEM, Environmental, and Drama.

Strategy Rationale

Last year our 4th and 5th grade students who participated in S.T.E.M. academies increased their scale score growth on the FSA and SSA.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stewart, Tamie, stewart@collierschools.com

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

Science SSA and FSA math assessment results compared (participating/nonparticipating students)

Strategy: Summer Program

Minutes added to school year: 5,820

Extended summer reading program for all students

Strategy Rationale

Summer learning programs have the potential to help children and youth improve their academic and other outcomes (Wallace Foundation, 2011).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stewart, Tamie, stewart@collierschools.com

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

Pre/Post assessments, student work, and iReady comparison data

Strategy: Extended School Day

Minutes added to school year: 5,400

Extended Day Program

The goal of the extended day is to add an additional 30 minutes of literacy instruction to every student day.

Strategy Rationale

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

This extra 30 minutes of literacy instruction will provide opportunities for all children to meet proficient and advanced levels of student academic achievement. The Ongoing Progress Monitoring ensures that all students, those having difficulty, those needing additional support, and those needing enrichment are provided with effective instruction to meet their needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stewart, Tamie, stewart@collierschools.com

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

Ongoing Progress Monitoring will collect data from formative assessments and compare with the data gleaned from previous standardized tests or district assessment. Student growth toward each goal will be measured and recorded in his/her data binder. Grade level achievements will be visually documented in a common area.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social-emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, Parkside Elementary holds an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school. The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior. Each year in May, the District schedules a 5th to 6th Grade Student Articulation Visit. On the evening before the visit, a parent night is scheduled for parents of rising 6th graders. At both events, parents and students are welcomed and oriented by their new school's administration on such topics as; scheduling, electives, extracurricular activities and club opportunities, behavioral expectations, dress code, and general procedures. The Parent Night and Student Articulation Visit provide valuable information to help students and parents plan for a successful transition to the next level while reducing any potential trepidation for students and teachers.

b. College and Career Readiness

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

Fifth grade students will take a career interest assessment and save it into an iporfolio, as well as, participate in a career day.

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

Not applicable. This section is required for secondary grades.

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

Not applicable. This section is required for secondary grades.

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

Not applicable. This section is required for secondary grades.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

N/A

B. Problem Analysis Summary

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

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we analyze data to drive ambitious instruction and impactful interventions school-wide, then student proficiency will increase.
- G2.** If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase in all content areas.
- G3.** If we effectively communicate with Parkside Elementary families within our community about school initiatives, programs and student progress using school-to-home and home-to-school communications consistently, then parental engagement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we analyze data to drive ambitious instruction and impactful interventions school-wide, then student proficiency will increase. **1a**

 G084078

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	13.0
Attendance Below 90%	5.0
FCAT 2.0 Science Proficiency	44.0
Discipline incidents	262.0
FSA Mathematics Achievement	36.0

Targeted Barriers to Achieving the Goal **3**

- Parkside Elementary School Barrier: 1. High staff turnover has resulted in uneven implementation of differentiated instruction
- Parkside Elementary School Barrier: 2. The school has the highest percentage of students in the District with 89% of students coming from non-English households

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

- Benchmark Assessments
- District Data Dialogues
- District Resource Teams
- Data Chats
- Student-led Conferences
- District Curriculum Guides
- CTEM-Teacher evaluation system
- CLEM-Administrator Evaluation System
- Instructional Reviews
- District Curriculum Coordinators
- Academic Coaches

Plan to Monitor Progress Toward G1. **8**

Student reading performance data will be collected and reviewed at monthly Professional Learning Community Meetings

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/8/2014 to 6/2/2017

Evidence of Completion

- Classroom performance and assessment data on units of study • iReady Data • District Quarterly Benchmark Assessments

Plan to Monitor Progress Toward G1. 8

Teacher use of differentiated instruction will be monitored

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/8/2014 to 6/9/2017

Evidence of Completion

• Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction. • District quarterly benchmark assessments • MTSS/RtI Data • Review of Teacher Lesson Plans • Observations and minutes of teacher collaborative planning

Plan to Monitor Progress Toward G1. 8

Analyze data and adjust instruction based on results discussed at District Data Dialogues

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 10/1/2014 to 6/2/2017

Evidence of Completion

• District Data Dialogues • FAIR Data • District Quarterly Benchmark Assessments • Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction. • MTSS/RtI Data

Plan to Monitor Progress Toward G1. 8

Student math performance data will be collected and reviewed at monthly Professional Learning Community Meetings

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/18/2014 to 6/2/2017

Evidence of Completion

• Classroom performance and assessment data on units of study • Digital Data Reports (iReady, Discovery Education) • District Benchmark Assessments

Plan to Monitor Progress Toward G1. 8

Monitor implementation of extended learning time

Person Responsible

Tamie Stewart

Schedule

Semiannually, from 8/11/2014 to 7/28/2017

Evidence of Completion

* Extended learning time schedules * Attendance * Lesson plans for extended learning time

Plan to Monitor Progress Toward G1. 8

Monitor implementation of Professional Development for MTSS

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/11/2014 to 6/2/2017

Evidence of Completion

* Sign-in sheets * Professional development agendas

Plan to Monitor Progress Toward G1. 8

Monitor implementation of professional development on curriculum and standards-based instruction

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

Evidence of Completion

* Professional development agendas * Sign-in sheets

Plan to Monitor Progress Toward G1. 8

Monitor student attendance data

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 10/1/2014 to 6/2/2017

Evidence of Completion

* Data Warehouse attendance reports * Survey 5 Attendance Report

G2. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase in all content areas. **1a**

 G084079

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics Achievement	50.0
Math Gains	68.0
Math Lowest 25% Gains	51.0
Statewide Science Assessment Achievement	44.0

Targeted Barriers to Achieving the Goal **3**

- Students have not consistently received targeted, data driven, and differentiated instruction that meet their needs cognitively, behaviorally, and emotionally

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

- PSE Academic Coaches
-
- Instructional Technology (iPads, Apple TV's, ZSpace)
- Guided Reading Books
- District Purchased Digital resources(e.g., iReady, Scholastic Reading Counts, FFAST Math, Discovery Education Resources)
- ESE inclusion teachers
- District Adopted Core Curriculum
- District Curriculum Maps
- Building for capacity Plan
- STEM Resources
- District Curriculum Specialists
- Data Warehouse
- District Benchmark Assessments

Plan to Monitor Progress Toward G2. 8

Collection and analysis of various student and teacher outcome data will be reviewed year round.

Person Responsible

Tamie Stewart

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher value-added measure data from FSA data, Florida Standards state-wide Assessments data (e.g., reading, writing & math) results, 5th grade Statewide Science Assessment results, district quarterly benchmark 1 & 2 results, grade-level summative student results.

G3. If we effectively communicate with Parkside Elementary families within our community about school initiatives, programs and student progress using school-to-home and home-to-school communications consistently, then parental engagement will increase. 1a

G084080

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	154.0

Targeted Barriers to Achieving the Goal 3

- Consistent, two-way, partnership communication between parents and school staff that links cultural beliefs and parental roles in education

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Bulletin Boards
- Thursday Student Folders
- Parent Signs Front Entrance
- Social Media (e.g., Facebook, Twitter@Parkside Proud)
- PSE Website & CCPS Website
- Parent Flyers
- SAC Meetings
- PTO Meetings
- Parent Resource Room
- Parent Compacts
- Parent Academic Newsletter
- Monthly Calendars
- PSE Staff (Academic Coaches, Parent Liaison, Guidance)
-

Plan to Monitor Progress Toward G3. 8

Collection and analysis of various perception survey data will be reviewed year round.

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent, student and teacher surveys, School culture & climate surveys, parent and community event feedback forms

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we analyze data to drive ambitious instruction and impactful interventions school-wide, then student proficiency will increase. 1

 G084078

G1.B1 Parkside Elementary School Barrier: 1. High staff turnover has resulted in uneven implementation of differentiated instruction 2

 B223391

G1.B1.S1 Parkside Elementary School Strategy - Differentiated Instruction Poor staff retention over many years has led to the uneven implementation of differentiated instruction. Our goal is to analyze data to drive ambitious instruction and impactful interventions school-wide. With the strategy of differentiated instruction, we will reduce the barrier and attain our goal by providing additional time for staff development in the areas of differentiated instruction and Multi-Tiered System of Supports (MTSS), time for staff to plan collaboratively, and providing professional development work geared toward building a positive school culture. We will also provide staff incentives and rewards as a mechanism of acknowledging the teachers' work in the area of data driven differentiated instruction, thus adding to staff retention. Teachers are provided with District curriculum maps and pacing guides for all core areas that are integrated across grade levels and aligned with the Florida Standards. The guides include links to supplemental resources and suggested interventions, as well as ideas and resources for integrating reading instruction throughout the content areas. While the multiple and varied resources are available, they can be overwhelming without proper training and support in their use. We are confident that with targeted and intensive professional development and collaborative planning, this group of teachers can gain the tools and skills needed to effectively differentiate instruction and meet the needs of their students. We intend to provide continuous data-driven professional development for teachers on an ongoing basis prior to and throughout the school year Pre- Extension: Professional Learning for Differentiation Due to poor staff retention, many current teachers have not received targeted training in differentiated instruction. To reduce this barrier, all instructional staff, including media specialists and guidance counselors will initially receive staff development on differentiated lesson planning and time to plan collaboratively prior to the start of the year during a 7 day pre-contract extension. Staff will learn research-based strategies for planning for differentiating instruction by changing the process of content delivery, such as, strategic use of flexible grouping, tiered instruction, collaborative learning, and learning centers. Collaborative Planning for Data Driven Action Along with the training provided to teachers during the pre-extension, they will also receive time to plan collaboratively among grade levels, and apply what has been learned about incorporating differentiation into Tier 1 instruction. Coaches, school leadership, District content coordinators and teachers on special assignment (TSA's) will be available to provide technical assistance so that Parkside staff will have toolbox of strategies, such as flexible grouping, tiered instruction, collaborative learning, and learning centers, and plans in place in order to be confident and ready to start the school year. With the poor staff retention and instability of staffing in the past, many of these teachers have not worked together before and could benefit from this opportunity to plan and review data collaboratively for effective differentiated instruction.. In a continued effort to increase effective implementation of differentiated instruction and empower teachers, Tamie Stewart (principal), with assistance from the Human Resources Department, will provide substitutes to cover 6 days of collaborative planning and/or observation of best practices for all instructional staff at least quarterly (4 days) and 2 additional dates to be determined by leadership based on school schedules and staff need. Using the MTSS process, teachers will use their data to closely examine Tier 1 instruction and what modifications need to be made to their delivery of lessons. Supplemental Resource Teacher A supplemental resource teacher will be hired for year one only. The supplemental resource teacher will allow for students to receive additional targeted interventions on a regular basis. Supplemental Coach To further reduce the barrier of poor staff retention and uneven implementation of differentiated instruction, SIG funds will provide for an additional academic coach to support the staff at this school. Coaches are not only subject area experts but able to build bonds with teachers and focus on teachers' strengths, while helping them improve, in a non-threatening manner as peers. School Culture Implementation of differentiated instruction in a consistent schoolwide approach and with fidelity will lead to a positive school culture because staff will be working in alignment toward a shared vision. While strategies from Stephen Peters will be used to build a culture of learners, the school will also contract with the Kagan Company to provide 16 hours of staff development in cooperative learning strategies. As evidenced by the proposed activities, staff development will not be addressed as a one time or one size fits all initiative. Instead, it will be on-going, strategic and multi-tiered. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. As the inconsistent use and training in effective differentiated instruction at the school can be attributed to high turnover of teachers on an annual basis, the school is making efforts to increase staff retention. Funds are included in the application to allow for sign on bonuses for teachers at the school, along with financial rewards for growth in student academic performance. These incentives serve to validate the teachers for their efforts and growth.

Strategy Rationale

With the implementation of this strategy, Parkside will achieve the goal of analyzing data to drive ambitious and engaging instruction and interventions school-wide. Instructional technology, such as iPads and STEM equipment will be purchased to engage students and provide students access to otherwise out of reach devices. instruction and interventions school-wide. The school is confident that the plan for data-driven, differentiated extended learning time coupled with parental involvement and enrichment for both students and families will have a transformative impact on increased student performance and will build a climate where parents will be empowered to be active participants in their children's education, while celebrating their diverse backgrounds. As a result, the fact that 89% of students come from non- English households will not continue to be a barrier to student performance.

With 89% of learners coming from non-English households, Parent academies will provide parents with the tools and confidence to assist students and become partners in education. The extended learning time will provide students with additional data- driven differentiated learning experiences and engaging and involving parents in their students learning will cut the achievement gap.

Staff will work to break down language and cultural barriers to involve parents in raising student achievement levels. Forty-two percent of respondents on the stakeholder survey listed this as a most urgent need at the school.

With the barrier of 89% of students coming from non- English households, engaging parents in the hands-on STEM initiative is an effective way of involving parents in learning and showing them that language and culture do not need to be a hindrance to their academic support of students.

Parents have expressed their interest to learn English as a means to improve their ability to assist their children with school work. Improved English language skills will also raise the comfort level for parents to work with teachers and ask questions about their children's school performance. Other opportunities for parents will include activities and resources, such as family literacy workshops, technology training, field trips, and parent library resources. The ultimate goal of the Parent Academies is to empower parents and provide them with the tools and confidence needed to assist their children at home.

Parents and teachers are partners in education and learning does not stop when the students leave school for the day. Parents working with their children at home to reinforce skills is a form of extended learning time. The parent involvement framework at Parkside will include a Parent University which will be in session during the extended school year and will include English classes.

Research shows that parent involvement is a major contributing factor for student achievement and can facilitate a child's learning (Southwest Educational Development Laboratory (2002). By assisting children with homework, parents can be involved in the school process and can use this opportunity to express positive attitudes about the value of success in school.

Research supports that hands-on, project and performance based learning and assessing improves student achievement (Borko et al. 1993, Falk and Darling-Hammond 1993, Gearhart et al. 1993, Kentucky Institute for Education Research 1995, Koretz et al. 1993, and Smith et al. 1994).

Multiple research reports have supported this strategy, as extended learning time has been shown to have positive impact on students not only academically, but behaviorally and social emotionally (Little, P. M., Wimer, C., & Weiss, H. B. 2008; Rocha, 2007; Baker, D. P., Fabrega, R., Galindo,

C., & Mishook, J. 2004). Studies have reported at least one month's growth in both reading and math attributed to after school learning (Farmer-Hinton, 2002 and Cooper, 2003). The literature is clear, however, that how the extended time is spent matters. To have a successful extended learning time program, one that leads to improved student mastery of the standards, the content and process for the program must be carefully planned and implemented. The likelihood of success is increased by devoting the extended time to specific interventions backed by a strong evidence base, including one-on-one tutoring of students at risk of reading failure or small group monitoring of students (Arnson, Zimmerman, & Carlos, 1999).

A 2001 evaluation of 100 Book Challenge showed the program had a significant impact on student reading scores when compared to students who were not using the program (Ducette, 2001). Ticket to Read focuses on the repeated reading strategy, which is supported by research as an effective mechanism for developing fluency in readers (Chard, et al., 2002; Homan, et al., 1993). A 2012 study of the program by the Los Angeles Unified School District showed remarkable gains with students with disabilities. Social Studies Alive allows for the integration of reading strategies across grade-levels by engaging students with high-interest non-fiction text.

"Leadership tomorrow depends on how we educate our students today-especially in science, technology, engineering and math (President Barrack Obama, 2010)." In 2010, the president launched a nationwide STEM initiative aimed at increasing student performance in the areas of science, technology, engineering and math so that U.S. students can be better prepared to compete on the global market in related fields. "STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy (Tsupros, 2009)."

Parkside's student performance data clearly shows the need for improvement. FCAT results show that only 61% of students made learning gains in reading and 56% in Math in the 2012-13 school year. The school only had 34% of students scoring satisfactory on FCAT reading in the 2012-13 school year compared with 58% at the District level and 68% at the State level. In math, 43% of students scored satisfactory on FCAT compared to 63% at the District and 59% at the State level. Parkside met zero of the 5 AMOs set in reading and three of 5 of the AMOs in math. The data disaggregated into sub groups, shows that all sub groups at the school are in need of intensive interventions to close the achievement gap and catch up to their peers.

Research shows, in general, children from low-income families tend to show a drop of nearly three months of grade level equivalency each year during the summer, compared to just a one-month loss by mid-income students. Summer losses can add up year after year and may be the major cause as to why the achievement gap between low- and high-income students continue to grow throughout the elementary school years. Studies comparing test scores show an increase scores in students who participated in summer reading programs and decreased in those that did not. The research further shows that the number of books read during the summer is also consistently related to academic gains; children who read six or more books over the summer showed an increase in reading achievement compared to children who did not participate in summer reading camps (Boss and Railsback, 2002).

The 2002 synthesis of research on parent involvement by the Southwest Educational Development Laboratory concluded that "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Studies have also shown that school-initiated parental involvement activities, developing meaningful home school partnerships and giving parents a voice in the school have led to higher student achievement (Machen, Wilson, and Notar 2005). Stephen Peters went so far as

to make the bold statement in 2014 that “A child only educated at school is an uneducated child.”

References:

Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C. C. & Nowak, R. (2010). Ameliorating summer reading setback among economically disadvantaged elementary students. *Reading Psychology*, 31(5), 411 – 427.

"Summer School Programs: A Look at the Research, Implications for Practice, and Program Sampler" by Boss and Railsback, published in 2002 by the Northwest Regional Educational Laboratory.

<http://www.learningtoday.com/corporate/summer-school-programs-and-effects-on-achievement.asp>. <http://www.ccl-cca.ca/pdfs/LessonsInLearning/Jun-12-08-Summer-Learning-L.pdf>

Cooper, H. (2001). Summer school: Research-Based Recommendations for Policy Makers [Policy Brief]. Greensboro, NC: SERVE. Retrieved March 28, 2014 from <http://www.serve.org/FileLibraryDetails.aspx?id=85>

Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. *Journal of Learning Disabilities*, 35, 386-406.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of Repeated Readings and Nonrepetitive Strategies on Students' Fluency and Comprehension. *Journal of Educational Research*, 87, 94-99.

"Science, Technology, Engineering, and Mathematics (STEM) Education What Form? What Function?" by Lantz, Published in 2009. Retrieved April 9, 2014 from <http://www.stemedcoalition.org/wp-content/uploads/2010/05/One-pager-on-STEM-Ed-Coalition.pdf>

"Science, Technology, Engineering and Math: Education for Global Leadership." US Department of Education. Retrieved April 9, 2014 from <http://www.ed.gov/stem>

"On the Clock: Rethinking the Way Schools Use Time." Silva, 2007. Published by Education Sector Reports

Action Step 1 5

Provide teachers with a seven day contract pre-extension (52.5 hours) prior to the start of school.

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/31/2014 to 8/5/2014

Evidence of Completion

- * Schedule of training and collaborative planning sessions.
- * Training agendas and materials
- * Staff roster
- * Budget expenditure report

Action Step 2 5

Negotiate with union, CCEA, to create a Memorandum of Understanding to include additional contract hours for teachers

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/18/2014 to 6/9/2017

Evidence of Completion

*Agendas for meetings with the union * Finalized copy of Memorandum of Understanding (MOU) with union

Action Step 3 5

Provide substitutes to cover 6 days of collaborative planning for all instructional staff.

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/15/2014 to 6/16/2017

Evidence of Completion

*Staff schedules *PLC Meeting Minutes *Lesson Plans

Action Step 4 5

Contract with Professional Consultant Stephen Peters to provide staff development on school cultural development

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/15/2014 to 6/16/2017

Evidence of Completion

* Signed contract * Staff Development schedule and materialst

Action Step 5 5

Follow District School Board consultant and contract review/approval procedures prior to implementation of Stephen Peters contract

Person Responsible

Tamie Stewart

Schedule

On 7/15/2014

Evidence of Completion

* Copy of signed Contract * Contract Approval Routing Form * Budget expenditure report

Action Step 6 5

Contract with Professional Consultant Kagan for staff development training.

Person Responsible

Tamie Stewart

Schedule

On 7/15/2014

Evidence of Completion

* Copy of signed Contract * Contract Approval Routing Form * Budget expenditure report

Action Step 7 5

Follow District School Board consultant and contract review/approval procedures prior to implementation of Kagan contract

Person Responsible

Tamie Stewart

Schedule

On 7/15/2014

Evidence of Completion

* Copy of signed contract * Contract approval routing form * Training schedule and materials

Action Step 8 5

Provide technical assistance on monitoring student performance and providing interventions using MTSS system.

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/11/2014 to 6/10/2016

Evidence of Completion

* Copies of Communications and technical assistance provided to school * TA and meeting Schedule

Action Step 9 5

Provide staff with performance rewards for increased student achievement (REAP). Reward for Excellence in Academic Performance).

Person Responsible

Tamie Stewart

Schedule

Annually, from 5/1/2015 to 6/30/2017

Evidence of Completion

* FCAT assessment data * Communication to staff regarding award * Compensation (Payroll records) * Staff roster for REAP * Budget expenditure report

Action Step 10 5

Provide instructional staff with a sign on bonus as an incentive for working at school to be paid after completion of first contract day

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/11/2014 to 8/8/2016

Evidence of Completion

* Staff attendance Roster * Budget expenditure report * payroll records

Action Step 11 5

Attend the Differentiated Accountability Summer Academy.

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/9/2014 to 7/30/2016

Evidence of Completion

* Approved leave forms and District Personnel Conference Approval forms * Conference agenda, materials, and registration * Staff meeting agendas showing that information was shared at school level

Action Step 12 5

Submit TD leave requests for DA Summer Academy Training (Exact date unknown until provided by DOE)

Person Responsible

Tamie Stewart

Schedule

Annually, from 5/23/2013 to 7/30/2016

Evidence of Completion

Signed and approved Leave and District Personnel Conference Approval forms

Action Step 13 5

Register staff and send to DA Summer Academy

Person Responsible

Tamie Stewart

Schedule

Annually, from 5/23/2014 to 6/9/2017

Evidence of Completion

*Registration confirmation and invoices *Hotel confirmation and invoices *Budget expenditure report

Action Step 14 5

Provide coaches with staff development and guidance from District Curriculum Coordinators

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/4/2014 to 6/9/2017

Evidence of Completion

* Copies of coaching logs * Samples of Staff development provided * Coach schedules *
Agendas and materials from coach meetings

Action Step 15 5

Submit allocation for supplemental academic coach at school

Person Responsible

Tamie Stewart

Schedule

On 6/24/2014

Evidence of Completion

*Approved allocation *Budget expenditure report

Action Step 16 5

Hire school-level academic coach

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/7/2015 to 6/19/2016

Evidence of Completion

* Vacancy post * Staff roster * Budget expenditure report

Action Step 17 5

Provide focused technical assistance on SIP and alignment between SIG to School Improvement Planning

Person Responsible

Tamie Stewart

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

* TA Schedule * Copies of communications with school * SIP technical assistance * Meeting agendas

Action Step 18 5

Plan and collaborate with district leadership, FTE, Compensation on implementation of REAP

Person Responsible

Tamie Stewart

Schedule

Annually, from 5/1/2015 to 6/16/2017

Evidence of Completion

* Compensation, Payroll records * Copies of communications * Meeting agendas and schedules

Action Step 19 5

Plan and collaborate with district leadership, FTE, Compensation on implementation of financial incentives

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/11/2014 to 8/22/2016

Evidence of Completion

* Compensation, Payroll records * Copies of communications * Meeting agendas and schedules

Action Step 20 5

Coordinate SIG funds to align initiatives with district and other federal program initiatives

Person Responsible

Tamie Stewart

Schedule

On 4/18/2014

Evidence of Completion

* Budget Reports * Copies of communications * Meeting agendas and schedules

Action Step 21 5

Supervise and guide SIG school principals in the implementation of the Transformation Model at their school site.

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/11/2014 to 6/30/2017

Evidence of Completion

* Copies of communications * Meeting agendas and schedules

Action Step 22 5

Complete FDOE Staff Information Database, Survey 2, demonstrating that the principal of record changed after the 2011-2012 school year.

Person Responsible

Tamie Stewart

Schedule

On 10/12/2014

Evidence of Completion

* Survey 2 report

Action Step 23 5

Upload organization chart demonstrating that the principal reports directly to the turnaround lead.

Person Responsible

Tamie Stewart

Schedule

On 10/1/2014

Evidence of Completion

* Submission to RFP

Action Step 24 5

Communicate with school leadership guidance and definition of "operational flexibility"

Person Responsible

Tamie Stewart

Schedule

On 8/1/2014

Evidence of Completion

* Documentation of communication(s)

Action Step 25 5

Provide guidance to schools on sustaining improvements after SIG

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/1/2014 to 10/3/2016

Evidence of Completion

* Documentation of technical assistance provided to schools

Action Step 26 5

Negotiate with union, CCEA, and develop Memorandum of Understanding to set criteria for which teachers will be rewarded for performance or provided professional development during 2015-2016 school year

Person Responsible

Tamie Stewart

Schedule

Monthly, from 4/1/2015 to 9/4/2015

Evidence of Completion

* Memorandum of Understanding * Submission to RFP

Action Step 27 5

Provide professional development on implementation of MTSS

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

Evidence of Completion

* Staff development agendas * Sign-in sheets

Action Step 28 5

Provide professional development on use of curriculum and materials for standards based instruction

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

Evidence of Completion

* Staff development agendas * Sign-in sheets

Action Step 29 5

Provide staff development on differentiated instruction

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

Evidence of Completion

* Staff development agendas * Sign-in sheets

Action Step 30 5

Submit allocation for supplemental resource teacher at school

Person Responsible

Tamie Stewart

Schedule

On 7/28/2014

Evidence of Completion

* Approved allocation * Budget expenditure report

Action Step 31 5

Hire supplemental resource teacher academic coach

Person Responsible

Tamie Stewart

Schedule

On 7/31/2014

Evidence of Completion

* Vacancy post * Staff roster * Budget expenditure report

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

Use of differentiated instruction will be monitored through classroom observation by school and District leadership, as well as academic coaches to ensure that differentiated instruction is in place.

Person Responsible

Tamie Stewart

Schedule

On 6/5/2015

Evidence of Completion

- Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction.
- Analyze data and adjust instruction based on results discussed at Data Dialogues and Professional Learning Communities (PLCs) (bi- weekly to monthly)
- Promote communication through student data chats and student- led conferences
- Analyze formative and ongoing progress monitoring data by subgroup and adjust instruction based on results discussed at Data Dialogues
- The efficacy of the associated strategy(ies) will be reviewed by assigned personnel following district data dialogues through a discussion with by Curriculum & Instruction coordinators and TSAs supportive of their analyses.

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

Ensure that all eligible staff performance awards and sign on bonus incentives are provided to all eligible staff

Person Responsible

Tamie Stewart

Schedule

Annually, from 5/4/2015 to 8/7/2017

Evidence of Completion

* Staff Rosters * Attendance verification * Payroll Records

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

Ensure implementation of strategies learned during professional development training, such as Kagan strategies and structures, are implemented as taught during the professional learning

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/11/2014 to 5/5/2017

Evidence of Completion

* Classroom observation data collected and compiled in iObservation * Coach logs and conference documentation compiled in iSupport * Lesson plans * Student performance data
* District observations (Curriculum Coordinators)

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

Ensure contracts for staff development consultants are submitted appropriately and timely.

Person Responsible

Tamie Stewart

Schedule

Monthly, from 7/1/2014 to 9/30/2015

Evidence of Completion

* submitted, signed and approved contracts * timely implementation of professional development consultant events

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

Ensure Memorandums of Understanding with union, Collier County Education Association (CCEA), are successfully negotiated.

Person Responsible

Tamie Stewart

Schedule

Monthly, from 3/3/2014 to 8/31/2015

Evidence of Completion

* submitted, signed and approved MOUs * timely implementation of contract extensions, extended learning time, collaborative planning

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

Ensure budgets are spent timely and appropriately (according to grant requirements and narrative).

Person Responsible

Tamie Stewart

Schedule

Biweekly, from 7/1/2014 to 6/30/2017

Evidence of Completion

* budget expenditure reports * budget remaining balances per function/object codes

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

Ensure alignment of SIG 1003(g) initiatives with other federal grant initiatives.

Person Responsible

Tamie Stewart

Schedule

Monthly, from 3/3/2014 to 6/30/2017

Evidence of Completion

* budget expenditure reports * grant applications for Title I Part A, Title I Part C, Title I School Improvement 1003(a), Title II Part A, Title III

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

Ensure alignment of SIG 1003(g) initiatives with Curriculum & Instruction policies and initiatives

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 9/1/2014 to 4/28/2017

Evidence of Completion

* Strategic Plan C&I initiatives * C&I meetings

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

Ensure alignment of SIG 1003(g) initiatives with School Improvement Planning

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 3/3/2014 to 6/30/2017

Evidence of Completion

* School Improvement Plans * SIG application

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

Implementation of Gentlemen's and Ladies Club

Person Responsible

Tamie Stewart

Schedule

Monthly, from 7/14/2014 to 8/8/2017

Evidence of Completion

* Observations of the clubs in action * Climate survey results

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

Ensure coach is hired to provide services to designated schools

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/1/2014 to 8/8/2014

Evidence of Completion

* Staff roster for grant

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

Ensure staff allocations are completed to extend the contract time for instructional staff allowing for extra time for collaborative planning and professional learning

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/14/2014 to 8/8/2017

Evidence of Completion

* Staff Contract extension allocation * Staff roster for grant

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

Ensure substitutes are obtained for instructional staff to have 6 days of collaborative planning

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/14/2014 to 8/8/2017

Evidence of Completion

* Staff roster for grant

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

Ensure attendance at Differentiated Accountability Summer Academy

Person Responsible

Tamie Stewart

Schedule

Annually, from 7/1/2014 to 8/8/2017

Evidence of Completion

* Attendance confirmation from DOE * Classroom observations

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

Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of differentiated instruction

Person Responsible

Tamie Stewart

Schedule

Annually, from 10/13/2014 to 5/31/2017

Evidence of Completion

* Teacher professional development attendance records * Collier Teacher Evaluation Model (CTEM) classroom observation data: Monitoring during classroom observations on rigor and differentiated instruction. * Professional Learning Community meeting notes * Benchmark assessment data: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data will be collected on the Goals, Key Performance Indicators, and Strategies of the Strategic Plan. * Data Dialogue discussions * MTSS/Rtl data

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

Conduct summative evaluations to assess engagement of parents in supporting school initiatives and student learning

Person Responsible

Tamie Stewart

Schedule

Annually, from 2/2/2015 to 5/1/2017

Evidence of Completion

* Parent Climate Surveys results * Attendance at parent events * Parent Involvement Plan evaluation

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

Conduct summative evaluation to assess school climate

Person Responsible

Tamie Stewart

Schedule

On 5/1/2017

Evidence of Completion

* Climate Survey results * Teacher attendance * Student attendance * Positive Behavior Support, PBS, data * Retention of high performing faculty

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

Assess implementation of differentiated instruction strategies through quarterly progress monitoring of key data points

Person Responsible

Tamie Stewart

Schedule

On 5/5/2017

Evidence of Completion

* Collier Teacher Evaluation Model classroom observation data * Professional Learning Community meeting notes * Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions

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

Assess implementation of differentiated instruction strategies through quarterly progress monitoring of key data points

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/11/2014 to 5/5/2017

Evidence of Completion

* Collier Teacher Evaluation Model classroom observation data * Professional Learning Community meeting notes * Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions

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

Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of differentiated instruction

Person Responsible

Tamie Stewart

Schedule

Annually, from 10/13/2014 to 5/31/2017

Evidence of Completion

* Teacher professional development attendance records * Collier Teacher Evaluation Model (CTEM) classroom observation data: Monitoring during classroom observations on rigor and differentiated instruction. * Professional Learning Community meeting notes * Benchmark assessment data: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data will be collected on the Goals, Key Performance Indicators, and Strategies of the Strategic Plan. * Data Dialogue discussions * MTSS/Rtl data

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

Conduct summative evaluation to assess school climate

Person Responsible

Tamie Stewart

Schedule

Annually, from 2/2/2015 to 5/1/2017

Evidence of Completion

* Climate Survey results * Teacher attendance * Student attendance * Positive Behavior Support, PBS, data * Retention of high performing faculty

G1.B2 Parkside Elementary School Barrier: 2. The school has the highest percentage of students in the District with 89% of students coming from non-English households **2**

 B223392

G1.B2.S1 Parkside Elementary School Strategy - Extended Learning Time A large percentage of Parkside's students (89%) come from non - English households. The school needs to reach out to these families and ensure that they have the tools needed to help the children be successful in school. This strategy of extended learning time will focus on the goal to analyze data to drive instruction and reduce the barrier of 89% of students coming from non-English households by incorporating parent academies so that parents can become partners in their child's education. These academies will expand parents' ability to understand their child's academic performance and to support their child at home by reinforcing the strategies taught during the day. Extended Day: Parent University To target this barrier of 89% of students coming from non-English households, Parkside Elementary plans to engage parents in school events and in their children's education by providing a Parent University. For year one of the program, a Parent Involvement Assistant will be hired to aide in development, implementation and documentation of parental involvement initiatives. She will work closely with families to build relationships and trust, thus improving the home-school connection and comfort level of parents. Extended Day: Reading Instruction and Interventions-- Covered by L300 Year 1 only (30 minutes, 5 days per week for 90 hours total) While simultaneously providing parents with English classes and strategies to assist their children, the school will also address student performance by providing extended learning and enrichment activities focused on Reading. The school day will be extended by 30 minutes to provide ambitious, data-driven differentiated reading instruction and interventions based on student data for a total 72 hours per year for years 2 and 3 of the grant. The purpose of this extended learning opportunity is to achieve a positive impact on academic performance of students by giving them additional time to work at their individual levels and receive targeted interventions through the MTSS model. Parkside's extended learning time instruction will be differentiated to meet the unique needs of the learners. A variety of supplemental resources will be used, such as 100 Book Challenge Ticket to Read, and Social Studies Alive program. Teachers will apply what has been learned about analyzing data and differentiating instruction to build in targeted and meaningful activities into their instruction both during the school day and extended learning time. These activities will include using a hands-on, multisensory approach for appropriate students, learning centers where books are based on students' individual level, the assignment is also based on students level (i.e. 1st grade- some students are reading sight word readers used during instruction while other students are reading sight words readers that are unseen text), and using Kagan Cooperative Learning Strategies. Targeted reading instruction will take place in the areas of phonemic awareness phonics, fluency, vocabulary and comprehension. Extended Year: Summer Learning The school year will be extended by 3 days for a total of 18 hours per year (for years 2 and 3 of the grant) and the extended year program will be added for 6.5 hours per day for 16 days, which will provide students with 104 hours of additional extended year earning time. The extended year, summer, program will provide focused and intensive reading instruction through thematic units based on content area subject matter, thus incorporating reading strategies for non-fiction text. The program will also include experiential field trips tied to the standards, which give students access to real-world experiences. Extended Day: After School EnSTEM Academies To engage students in experiential learning, Parkside Elementary will provide 33 hours of enrichment activities to all students with a hands-on STEM- focused "EnSTEM" Academy. EnStem Academy is a new enrichment component interwoven through the related arts rotation that will include reading that is related to content area literacy in science. It will include technology, such as Vernier probes, which allow students to collect and analyze data and conduct scientific investigations in such a way that it will increase the level of rigor and will require more higher order thinking than an normal science lesson. There will also be a STEM college/career component which would include reading/ researching STEM related careers. In keeping with the theme of parental involvement being key to student success, a parent STEM showcase will occur to engage students and families together in EnSTEM Academy activities. The school will also provide an after school academy with a STEM focus. The placement of students in the program is consistent with our goal of analyzing data to drive instruction and interventions school-wide. In this case, the intervention is an enrichment activity. Academies will be designed to be hands-on for maximum student engagement. 4

 S235681

Strategy Rationale

With the implementation of this strategy, Parkside will achieve the goal of analyzing data to drive ambitious and engaging instruction and interventions school-wide. Instructional technology, such as iPads and STEM equipment will be purchased to engage students and provide students access to otherwise out of reach devices. instruction and interventions school-wide. The school is confident that the plan for data-driven, differentiated extended learning time coupled with parental involvement and enrichment for both students and families will have a transformative impact on increased student performance and will build a climate where parents will be empowered to be active participants in their children's education, while celebrating their diverse backgrounds. As a result, the fact that 89% of students come from non- English households will not continue to be a barrier to student performance.

With 89% of learners coming from non-English households, Parent academies will provide parents with the tools and confidence to assist students and become partners in education. The extended learning time will provide students with additional data- driven differentiated learning experiences and engaging and involving parents in their students learning will cut the achievement gap.

Staff will work to break down language and cultural barriers to involve parents in raising student achievement levels. Forty-two percent of respondents on the stakeholder survey listed this as a most urgent need at the school.

With the barrier of 89% of students coming from non- English households, engaging parents in the hands-on STEM initiative is an effective way of involving parents in learning and showing them that language and culture do not need to be a hindrance to their academic support of students.

Parents have expressed their interest to learn English as a means to improve their ability to assist their children with school work. Improved English language skills will also raise the comfort level for parents to work with teachers and ask questions about their children's school performance. Other opportunities for parents will include activities and resources, such as family literacy workshops, technology training, field trips, and parent library resources. The ultimate goal of the Parent Academies is to empower parents and provide them with the tools and confidence needed to assist their children at home.

Parents and teachers are partners in education and learning does not stop when the students leave school for the day. Parents working with their children at home to reinforce skills is a form of extended learning time. The parent involvement framework at Parkside will include a Parent University which will be in session during the extended school year and will include English classes.

Research shows that parent involvement is a major contributing factor for student achievement and can facilitate a child's learning (Southwest Educational Development Laboratory (2002). By assisting children with homework, parents can be involved in the school process and can use this opportunity to express positive attitudes about the value of success in school.

Research supports that hands-on, project and performance based learning and assessing improves student achievement (Borko et al. 1993, Falk and Darling-Hammond 1993, Gearhart et al. 1993, Kentucky Institute for Education Research 1995, Koretz et al. 1993, and Smith et al. 1994).

Multiple research reports have supported this strategy, as extended learning time has been shown to have positive impact on students not only academically, but behaviorally and social emotionally (Little, P. M., Wimer, C., & Weiss, H. B. 2008; Rocha, 2007; Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. 2004). Studies have reported at least one month's growth in both reading and math attributed to after school learning (Farmer-Hinton, 2002 and Cooper, 2003). The literature is clear, however, that how the extended time is spent matters. To have a successful extended

learning time program, one that leads to improved student mastery of the standards, the content and process for the program must be carefully planned and implemented. The likelihood of success is increased by devoting the extended time to specific interventions backed by a strong evidence base, including one-on-one tutoring of students at risk of reading failure or small group monitoring of students (Arnson, Zimmerman, & Carlos, 1999).

A 2001 evaluation of 100 Book Challenge showed the program had a significant impact on student reading scores when compared to students who were not using the program (Ducette, 2001). Ticket to Read focuses on the repeated reading strategy, which is supported by research as an effective mechanism for developing fluency in readers (Chard, et al., 2002; Homan, et al., 1993). A 2012 study of the program by the Los Angeles Unified School District showed remarkable gains with students with disabilities. Social Studies Alive allows for the integration of reading strategies across grade-levels by engaging students with high-interest non-fiction text.

“Leadership tomorrow depends on how we educate our students today-especially in science, technology, engineering and math (President Barack Obama, 2010).” In 2010, the president launched a nationwide STEM initiative aimed at increasing student performance in the areas of science, technology, engineering and math so that U.S. students can be better prepared to compete on the global market in related fields. “STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy (Tsupros, 2009).”

Parkside’s student performance data clearly shows the need for improvement. FCAT results show that only 61% of students made learning gains in reading and 56% in Math in the 2012-13 school year. The school only had 34% of students scoring satisfactory on FCAT reading in the 2012-13 school year compared with 58% at the District level and 68% at the State level. In math, 43% of students scored satisfactory on FCAT compared to 63% at the District and 59% at the State level. Parkside met zero of the 5 AMOs set in reading and three of 5 of the AMOs in math. The data disaggregated into sub groups, shows that all sub groups at the school are in need of intensive interventions to close the achievement gap and catch up to their peers.

Research shows, in general, children from low-income families tend to show a drop of nearly three months of grade level equivalency each year during the summer, compared to just a one-month loss by mid-income students. Summer losses can add up year after year and may be the major cause as to why the achievement gap between low- and high-income students continue to grow throughout the elementary school years. Studies comparing test scores show an increase scores in students who participated in summer reading programs and decreased in those that did not. The research further shows that the number of books read during the summer is also consistently related to academic gains; children who read six or more books over the summer showed an increase in reading achievement compared to children who did not participate in summer reading camps (Boss and Railsback, 2002).

The 2002 synthesis of research on parent involvement by the Southwest Educational Development Laboratory concluded that “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” Studies have also shown that school-initiated parental involvement activities, developing meaningful home school partnerships and giving parents a voice in the school have led to higher student achievement (Machen, Wilson, and Notar 2005). Stephen Peters went so far as to make the bold statement in 2014 that “A child only educated at school is an uneducated child.”

References:

Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C. C. & Nowak, R. (2010). Ameliorating summer reading setback among economically disadvantaged elementary students. *Reading Psychology*, 31(5), 411 – 427.

"Summer School Programs: A Look at the Research, Implications for Practice, and Program Sampler" by Boss and Railsback, published in 2002 by the Northwest Regional Educational Laboratory.

<http://www.learningtoday.com/corporate/summer-school-programs-and-effects-on-achievement.asp>. <http://www.ccl-cca.ca/pdfs/LessonsInLearning/Jun-12-08-Summer-Learning-L.pdf>

Cooper, H. (2001). Summer school: Research-Based Recommendations for Policy Makers [Policy Brief]. Greensboro, NC: SERVE. Retrieved March 28, 2014 from <http://www.serve.org/FileLibraryDetails.aspx?id=85>

Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. *Journal of Learning Disabilities*, 35, 386-406.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of Repeated Readings and Nonrepetitive Strategies on Students' Fluency and Comprehension. *Journal of Educational Research*, 87, 94-99.

"Science, Technology, Engineering, and Mathematics (STEM) Education What Form? What Function?" by Lantz, Published in 2009. Retrieved April 9, 2014 from <http://www.stemedcoalition.org/wp-content/uploads/2010/05/One-pager-on-STEM-Ed-Coalition.pdf>

"Science, Technology, Engineering and Math: Education for Global Leadership." US Department of Education. Retrieved April 9, 2014 from <http://www.ed.gov/stem>

"On the Clock: Rethinking the Way Schools Use Time." Silva, 2007. Published by Education Sector Reports

Action Step 1 5

Develop a schedule to extend the school day by 30 minutes 3 days per week to provide focused reading instruction and interventions (Total 72 hours per year) This is covered by L300 in year one and will include 90 hours.

Person Responsible

Tamie Stewart

Schedule

On 12/3/2016

Evidence of Completion

* A schedule will be shared with stakeholders * Master schedule provided to DOE on October 1, 2014

Action Step 2 5

Negotiate with union to create a Memorandum of Understanding to include additional contract hours for extended school day for teachers- L300 year 1

Person Responsible

Tamie Stewart

Schedule

Monthly, from 3/10/2014 to 7/30/2014

Evidence of Completion

A copy of the MOU will be finalized and signed

Action Step 3 5

Inform parents of extended school day schedule

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/10/2015 to 7/1/2016

Evidence of Completion

*Copy of document sent to parents to notify of extended day.

Action Step 4 5

Develop a schedule to extend the school year by three days -

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/8/2015 to 6/16/2016

Evidence of Completion

* Copy of new extended year schedule

Action Step 5 5

Inform Parents of the three day school year extension. Year 2 and 3

Person Responsible

Tamie Stewart

Schedule

On 6/3/2016

Evidence of Completion

*Copy of document sent to parents to notify of extended year.

Action Step 6 5

Provide extended school year during summer months

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/11/2015 to 7/30/2017

Evidence of Completion

*Summer school schedule *Summer school roster *Summer attendance verification

Action Step 7 5

Notify parents of extended year summer program

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/7/2014 to 8/8/2016

Evidence of Completion

*Copy of notifications sent to parents regarding summer program

Action Step 8 5

Create allocation and hire staff for extended year curriculum writing

Person Responsible

Tamie Stewart

Schedule

Annually, from 3/2/2015 to 6/30/2017

Evidence of Completion

*Copy of allocation *Staff curriculum writing roster and time sheets

Action Step 9 5

Provide extended year staff with PD training for extended year summer program

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/5/2015 to 6/9/2017

Evidence of Completion

* Copy of training agenda and materials * Copy of staff sign in and time sheets

Action Step 10 5

Provide students with standards based field trips to support curriculum with experiential learning

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 8/8/2014 to 7/30/2017

Evidence of Completion

* Field trip proposals * Lesson plans for field trips including standards addressed

Action Step 11 5

Provide After School Academy Program to targeted students

Person Responsible

Tamie Stewart

Schedule

Weekly, from 8/11/2014 to 6/3/2016

Evidence of Completion

* Academy Attendance verification records *Staffing rosters and time sheets

Action Step 12 5

Provide STEM Focused Enrichment Academy (EnStem) to all students, including 8 hours for parents to join.

Person Responsible

Tamie Stewart

Schedule

Weekly, from 8/11/2014 to 6/30/2017

Evidence of Completion

*Copy of EnStem Lessons *EnStem Schedule *Copy of EnStem Invitation to parents

Action Step 13 5

Offer Parent Academies to engage parents in the school and their children's' education

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/11/2014 to 6/9/2017

Evidence of Completion

*Flyers inviting parents to events *Sign in sheets *Training Materials

Action Step 14 5

Provide review and guidance on budget expenditures

Person Responsible

Tamie Stewart

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

*Copies of requisitions and invoices *Copies of communications regarding budget

Action Step 15 5

Provide guidance and assistance with allocation process and contract proposals

Person Responsible

Tamie Stewart

Schedule

Monthly, from 7/1/2014 to 6/30/2017

Evidence of Completion

* Approved allocations * Fully executed contracts * Copies of communications with school

Action Step 16 5

Provide guidance on completion of staff time sheets and pay memos for after school and summer programs

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/1/2014 to 6/30/2017

Evidence of Completion

* Copies of time sheets * Copies of Pay memos * Copies of communications with school

Action Step 17 5

Coordinate SIG funds to align initiatives with district and other federal program initiatives.

Person Responsible

Tamie Stewart

Schedule

Annually, from 4/18/2014 to 6/30/2017

Evidence of Completion

* Budget Reports * Copies of communications * Meeting agendas and schedules

Action Step 18 5

Coordinate extended learning time curriculum and initiatives with regular school day and school improvement planning process

Person Responsible

Tamie Stewart

Schedule

Annually, from 4/11/2014 to 6/30/2017

Evidence of Completion

* Budget Reports * Copies of communications * Meeting agendas and schedules

Action Step 19 5

Supervision and guidance to SIG school principals in the implementation of the Transformation Model at their school site.

Person Responsible

Tamie Stewart

Schedule

On 8/11/2014

Evidence of Completion

* Copies of communications * Meeting agendas and schedules

Action Step 20 5

Negotiate with union, CCEA, to ensure the Collective Bargaining Agreement describes the strategies the LEA will use to recruit, place and retain staff with skills needed for the SIG-targeted schools

Person Responsible

Tamie Stewart

Schedule

On 2/2/2015

Evidence of Completion

* Upload of Collective Bargaining Agreement to the RFP

Action Step 21 5

Submit allocation for Parent Involvement Assistant at school

Person Responsible

Tamie Stewart

Schedule

On 8/11/2014

Evidence of Completion

* Approved Allocation * Budget Expenditure Report

Action Step 22 5

Hire Parent Involvement Assistant

Person Responsible

Tamie Stewart

Schedule

On 8/15/2014

Evidence of Completion

*Vacancy post *Staff Roster *Budget expenditure report

Action Step 23 5

Provide Parental Involvement Events at School

Person Responsible

Tamie Stewart

Schedule

Monthly, from 8/15/2014 to 5/31/2015

Evidence of Completion

* Event Flyers * Event Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure extended day schedule is accomplished and communicated

Person Responsible

Tamie Stewart

Schedule

Annually, from 6/5/2014 to 10/14/2016

Evidence of Completion

* Master schedule * Communication document used to inform parents/community * Staff rosters * Budget expenditure reports * Observation of extended day instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure extended year schedule is accomplished and communicated

Person Responsible

Tamie Stewart

Schedule

Annually, from 3/2/2015 to 3/4/2016

Evidence of Completion

* summer schedule * communication document used to inform parents/community * staff rosters * budget expenditure reports * observations of extended year instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure after school program is accomplished and communicated

Person Responsible

Tamie Stewart

Schedule

Annually, from 8/8/2014 to 8/7/2015

Evidence of Completion

* after school schedule * allocation for after school program * staff roster * budget expenditure reports * observations of after school instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure parent programs are accomplished and communicated

Person Responsible

Tamie Stewart

Schedule

Monthly, from 9/1/2014 to 5/12/2017

Evidence of Completion

* Flyers for parent programs * Attendance sheets for parent participation * allocation for parent events * observations of parent programs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conduct summative evaluation on how the extended learning time impacted student learning

Person Responsible

Tamie Stewart

Schedule

Annually, from 3/3/2014 to 9/30/2017

Evidence of Completion

* District quarterly benchmark assessments * MTSS/RtI Data * District Data Dialogues * FCAT assessment scores disaggregated by subgroups * Annual Measurable Objectives, AMOs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Assess implementation of extended learning time initiatives through quarterly progress monitoring of key data points

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 10/1/2014 to 5/5/2017

Evidence of Completion

* Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of students who had already met the proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct summative evaluation on how the extended learning time impacted student learning

Person Responsible

Tamie Stewart

Schedule

Annually, from 3/3/2014 to 9/30/2017

Evidence of Completion

* District quarterly benchmark assessments * MTSS/RtI Data * District Data Dialogues * FCAT assessment scores disaggregated by subgroups * Annual Measurable Objectives, AMOs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Assess implementation of extended learning time initiatives through quarterly progress monitoring of key data points

Person Responsible

Tamie Stewart

Schedule

Quarterly, from 10/1/2014 to 5/5/2017

Evidence of Completion

* Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of students who had already met the proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions

G2. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase in all content areas. 1

G084079

G2.B1 Students have not consistently received targeted, data driven, and differentiated instruction that meet their needs cognitively, behaviorally, and emotionally 2

B223393

G2.B1.S1 Provide tiered support to students identified as at risk through Student Success Plans 4

S235682

Strategy Rationale

All students can meet and exceed high performance standards and must be continuously challenged to do so

Action Step 1 5

Engage WIN (What I Need) time focused on students requiring Tier 2 services.

Person Responsible

Sarah Barber

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Fluency probes, comprehension probes, letter noun names and sound probes (K and 1st grade)

Action Step 2 5

Evaluate Behavior Student Success Plans

Person Responsible

Tom Gemmer

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

behavior student agreement form, student pass reports, PBS Committee minutes, discipline flow chart, group analysis report (guidance, admin, grade-level instructors)

Action Step 3 5

Implement Tier 3 services for students requiring more intensive levels of support.

Person Responsible

Colleen Fletcher

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Running records from Leveled Literacy Intervention

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

Administration and academic coaches will monitor tiered support services and classroom differentiated instruction within all grade-levels

Person Responsible

Norman Alford

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Grade-level PLC notes, Deliberate Practice Plans, CTEM Observational Reports, PLC agendas, coaching logs in iSupport, student academic notebooks, student success plan reviews

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

Leadership team will oversee continuing progress monitoring of all MTSS meetings that provide tiered services to students within all grade levels teams.

Person Responsible

Tom Gemmer

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

MTSS meeting notes, PMP's with data points, ESE case loads, parent conference minutes

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

Administration will participate, inform, and monitor PLC & collaborative planning sessions

Person Responsible

Holley Holland

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration observations, Core Team meetings, PLC notes, common planning notes, grade-level lesson plans

G2.B1.S2 Strengthen data-driven differentiated instruction across literacy, math and science. 4

 S235683

Strategy Rationale

The purpose of this strategy is intended to provide high quality year-long professional learning opportunities that includes technology for all instructors during their collaborative time. Within the PLC's there will be a focus on differentiated instruction and how to disaggregate/analyze student academic assessment data/behavioral data deeply for all sub-groups. In addition, a commitment towards the application of high-yield instructional strategies aligned to the Florida Standards will be implemented with fidelity in all content areas.

Action Step 1 5

Facilitate collaborative planning processes.

Person Responsible

Colleen Fletcher

Schedule

Weekly, from 8/17/2016 to 6/2/2017

Evidence of Completion

lesson plans, formative assessments, student exit slips (e.g., what stuck)

Action Step 2 5

Analyze formative assessment through coach facilitated PLC's structure.

Person Responsible

Sarah Barber

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

SRC, iReady, FFAST Math, Standards Mastery, Data Warehouse formatives, running records

Action Step 3 5

Train and implement the high-yield strategy of recording and representing knowledge.

Person Responsible

David Ware

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

student work products, science & math interactive notebooks

Action Step 4 5

Increase the focus on a systematic approach towards implementing the targeted differentiated instruction.

Person Responsible

Kriste Eaton

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

guided reading plans, math lesson plans, What I Need (W.I.N) plan, Discovery Education science centers, gifted extension lessons

Action Step 5 5

Federally funded positions and funds will be used to support student achievement in all content areas.

Person Responsible

Tamie Stewart

Schedule

Daily, from 7/5/2016 to 6/30/2017

Evidence of Completion

Title 1 budget, migrant budget

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Evaluate student progress monitoring data.

Person Responsible

Norman Alford

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District assessments, school created assessments, lesson plans, running records, Fountas & Pinnell Benchmark Assessment System, Lexile Level growth measures, iReady data, sub-group data, pre & post test measures, student self-evaluation data, teacher evaluation records.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Evaluate intervention and student diagnostic assessments

Person Responsible

Holley Holland

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Leveled Literacy Intervention reports, developmental reading diagnostic data, IEP related measures, alternative assessment data,

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Examine student grade-level performance-based tasks.

Person Responsible

Norman Alford

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

student work samples, evidence of teacher-student feedback, notebooks, interactive journals, writing samples, lab reports, graphic organizers, student projects, authentic tasks using technology, learning goals & scales

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor collaborative planning and grade-level PLC's

Person Responsible

Holley Holland

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

IFC's aligned to the FSA standards, collaborative planning minutes, grade-level data chats, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Observe the instructional delivery of high-yield instructional practices that contribute to student academic and behavioral progress

Person Responsible

Norman Alford

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

CTEM Observation Reports, Deliberate Practice Plans, academic coaching modeling schedule,

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Implement and support effective resources to sustain career continuum that fosters instructional leadership.

Person Responsible

Norman Alford

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

academic coaching cycles, teacher mentors, professional learning opportunities, instructional materials, teacher planning commentary, peer assistance schedules,

G3. If we effectively communicate with Parkside Elementary families within our community about school initiatives, programs and student progress using school-to-home and home-to-school communications consistently, then parental engagement will increase. **1**

 G084080

G3.B1 Consistent, two-way, partnership communication between parents and school staff that links cultural beliefs and parental roles in education **2**

 B223395

G3.B1.S1 Increase the focus on all parent involvement programs and sustain a high level of consistent community connections. **4**

 S235689

Strategy Rationale

Achieving parental involvement is a continuing, comprehensive, determined, and purposeful process designed to ensure parents' connection to the school's culture, purpose, and organization within the context of a supportive community.

Action Step 1 **5**

Assign a family liaison to communicate in English, Creole, and Spanish to reach all parents.

Person Responsible

Holley Holland

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

parent caller messages, newsletters, flyers, social media mediums (e.g., twitter and Facebook)

Action Step 2 **5**

Designate a parental/family room to conduct parent events and meetings to support their children's needs.

Person Responsible

Norman Alford

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

parent caller messages, newsletters, flyers, social media mediums (e.g., twitter and Facebook)

Action Step 3 5

Professional development for faculty and staff about cultural and social awareness.

Person Responsible

Norman Alford

Schedule

Semiannually, from 10/14/2016 to 6/2/2017

Evidence of Completion

Champions of Social Emotional Learning

Action Step 4 5

Offer a flexible number of meetings (times and dates) to allow for more parental input.

Person Responsible

Holley Holland

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

sign in sheets, agendas

Action Step 5 5

Provide parents information about the Title I program.

Person Responsible

Norman Alford

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Flyers, social media

Action Step 6 5

Provide opportunities for parents to communicate with administration, instructional staff, and non-instructional staff in a family-friendly atmosphere

Person Responsible

Norman Alford

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Surveys, meeting times with administration, Student Led Conferences

Action Step 7 5

Collaborate with parents, community members, local organizations, and businesses that can help strengthen home-school communication.

Person Responsible

Tom Gemmer

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

meeting minutes agendas, sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Maintain collaborative partnerships with parents' to build their understanding, confidence, and involvement in the school to support their children's academic achievement, as well as, culture of the school.

Person Responsible

Norman Alford

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

School Advisory Council minutes, social media (e.g., PSE website, twitter, facebook), parent flyers, newsletters, Student Led Conferences, Title 1 Newsletters, automated caller phone system, district communications

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evaluate the parental involvement response rates (e.g., surveys, physical appearance, input) of events implemented and high value impact on all stakeholders

Person Responsible

Holley Holland

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

parental involvement activities implemented, parent attendance sign-in sheets, success ratings on 5Essential surveys, SAC meeting attendance

IV. Implementation Timeline


Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A20 A303898	Coordinate SIG funds to align initiatives with district and other federal program initiatives	Stewart, Tamie	4/18/2014	* Budget Reports * Copies of communications * Meeting agendas and schedules	4/18/2014 one-time
G1.B1.S1.A15 A303893	Submit allocation for supplemental academic coach at school	Stewart, Tamie	6/24/2014	*Approved allocation *Budget expenditure report	6/24/2014 one-time
G1.B1.S1.A5 A303883	Follow District School Board consultant and contract review/approval procedures prior to...	Stewart, Tamie	7/15/2014	* Copy of signed Contract * Contract Approval Routing Form * Budget expenditure report	7/15/2014 one-time
G1.B1.S1.A6 A303884	Contract with Professional Consultant Kagan for staff development training.	Stewart, Tamie	7/15/2014	* Copy of signed Contract * Contract Approval Routing Form * Budget expenditure report	7/15/2014 one-time
G1.B1.S1.A7 A303885	Follow District School Board consultant and contract review/approval procedures prior to...	Stewart, Tamie	7/15/2014	* Copy of signed contract * Contract approval routing form * Training schedule and materials	7/15/2014 one-time
G1.B1.S1.A30 A303908	Submit allocation for supplemental resource teacher at school	Stewart, Tamie	7/28/2014	* Approved allocation * Budget expenditure report	7/28/2014 one-time
G1.B2.S1.A2 A303911	Negotiate with union to create a Memorandum of Understanding to include additional contract hours...	Stewart, Tamie	3/10/2014	A copy of the MOU will be finalized and signed	7/30/2014 monthly
G1.B1.S1.A31 A303909	Hire supplemental resource teacher academic coach	Stewart, Tamie	7/31/2014	* Vacancy post * Staff roster * Budget expenditure report	7/31/2014 one-time
G1.B1.S1.A24 A303902	Communicate with school leadership guidance and definition of "operational flexibility"	Stewart, Tamie	8/1/2014	* Documentation of communication(s)	8/1/2014 one-time
G1.B1.S1.A1 A303879	Provide teachers with a seven day contract pre-extension (52.5 hours) prior to the start of school.	Stewart, Tamie	7/31/2014	* Schedule of training and collaborative planning sessions. * Training agendas and materials * Staff roster * Budget expenditure report	8/5/2014 annually
G1.B1.S1.MA12 M309257	Ensure coach is hired to provide services to designated schools	Stewart, Tamie	7/1/2014	* Staff roster for grant	8/8/2014 annually
G1.B2.S1.A19 A303928	Supervision and guidance to SIG school principals in the implementation of the Transformation Model...	Stewart, Tamie	8/11/2014	* Copies of communications * Meeting agendas and schedules	8/11/2014 one-time
G1.B2.S1.A21 A303930	Submit allocation for Parent Involvement Assistant at school	Stewart, Tamie	8/11/2014	* Approved Allocation * Budget Expenditure Report	8/11/2014 one-time
G1.B2.S1.A22 A303931	Hire Parent Involvement Assistant	Stewart, Tamie	8/15/2014	*Vacancy post *Staff Roster *Budget expenditure report	8/15/2014 one-time
G1.B1.S1.A23 A303901	Upload organization chart demonstrating that the principal reports directly to the turnaround lead.	Stewart, Tamie	10/1/2014	* Submission to RFP	10/1/2014 one-time
G1.B1.S1.A22 A303900	Complete FDOE Staff Information Database, Survey 2, demonstrating that the principal of record...	Stewart, Tamie	10/12/2014	* Survey 2 report	10/12/2014 one-time
G1.B2.S1.A20 A303929	Negotiate with union, CCEA, to ensure the Collective Bargaining Agreement describes the strategies...	Stewart, Tamie	2/2/2015	* Upload of Collective Bargaining Agreement to the RFP	2/2/2015 one-time
G1.B2.S1.A23 A303932	Provide Parental Involvement Events at School	Stewart, Tamie	8/15/2014	* Event Flyers * Event Sign-in Sheets	5/31/2015 monthly
G1.B1.S1.MA1 M309247	Use of differentiated instruction will be monitored through classroom observation by school and...	Stewart, Tamie	8/18/2014	• Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction. • Analyze data and adjust	6/5/2015 one-time

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instruction based on results discussed at Data Dialogues and Professional Learning Communities (PLCs) (bi-weekly to monthly) • Promote communication through student data chats and student- led conferences • Analyze formative and ongoing progress monitoring data by subgroup and adjust instruction based on results discussed at Data Dialogues • The efficacy of the associated strategy(ies) will be reviewed by assigned personnel following district data dialogues through a discussion with by Curriculum & Instruction coordinators and TSAs supportive of their analyses.	
G1.B1.S1.A17 A303895	Provide focused technical assistance on SIP and alignment between SIG to School Improvement...	Stewart, Tamie	7/1/2014	* TA Schedule * Copies of communications with school * SIP technical assistance * Meeting agendas	6/30/2015 monthly
G1.B2.S1.MA3 M309269	Ensure after school program is accomplished and communicated	Stewart, Tamie	8/8/2014	* after school schedule * allocation for after school program * staff roster * budget expenditure reports * observations of after school instruction	8/7/2015 annually
G1.B1.S1.MA6 M309251	Ensure Memorandums of Understanding with union, Collier County Education Association (CCEA), are...	Stewart, Tamie	3/3/2014	* submitted, signed and approved MOUs * timely implementation of contract extensions, extended learning time, collaborative planning	8/31/2015 monthly
G1.B1.S1.A26 A303904	Negotiate with union, CCEA, and develop Memorandum of Understanding to set criteria for which...	Stewart, Tamie	4/1/2015	* Memorandum of Understanding * Submission to RFP	9/4/2015 monthly
G1.B1.S1.MA5 M309250	Ensure contracts for staff development consultants are submitted appropriately and timely.	Stewart, Tamie	7/1/2014	* submitted, signed and approved contracts * timely implementation of professional development consultant events	9/30/2015 monthly
G1.B2.S1.MA2 M309268	Ensure extended year schedule is accomplished and communicated	Stewart, Tamie	3/2/2015	* summer schedule * communication document used to inform parents/ community * staff rosters * budget expenditure reports * observations of extended year instruction	3/4/2016 annually
G1.B2.S1.A5 A303914	Inform Parents of the three day school year extension. Year 2 and 3	Stewart, Tamie	6/10/2015	*Copy of document sent to parents to notify of extended year.	6/3/2016 one-time
G1.B2.S1.A11 A303920	Provide After School Academy Program to targeted students	Stewart, Tamie	8/11/2014	* Academy Attendance verification records *Staffing rosters and time sheets	6/3/2016 weekly
G1.B1.S1.A8 A303886	Provide technical assistance on monitoring student performance and providing interventions using...	Stewart, Tamie	8/11/2014	* Copies of Communications and technical assistance provided to school * TA and meeting Schedule	6/10/2016 monthly
G1.B2.S1.A4 A303913	Develop a schedule to extend the school year by three days -	Stewart, Tamie	6/8/2015	* Copy of new extended year schedule	6/16/2016 annually
G1.B1.S1.A16 A303894	Hire school-level academic coach	Stewart, Tamie	7/7/2015	* Vacancy post * Staff roster * Budget expenditure report	6/19/2016 annually
G1.B2.S1.A3 A303912	Inform parents of extended school day schedule	Stewart, Tamie	6/10/2015	*Copy of document sent to parents to notify of extended day.	7/1/2016 annually
G1.B1.S1.A11 A303889	Attend the Differentiated Accountability Summer Academy.	Stewart, Tamie	6/9/2014	* Approved leave forms and District Personnel Conference Approval forms * Conference agenda, materials, and registration * Staff meeting agendas showing that information was shared at school level	7/30/2016 annually

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School













Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A12 A303890	Submit TD leave requests for DA Summer Academy Training (Exact date unknown until provided by DOE)	Stewart, Tamie	5/23/2013	Signed and approved Leave and District Personnel Conference Approval forms	7/30/2016 annually
G1.B1.S1.A10 A303888	Provide instructional staff with a sign on bonus as an incentive for working at school to be paid...	Stewart, Tamie	8/11/2014	* Staff attendance Roster * Budget expenditure report * payroll records	8/8/2016 annually
G1.B2.S1.A7 A303916	Notify parents of extended year summer program	Stewart, Tamie	8/7/2014	*Copy of notifications sent to parents regarding summer program	8/8/2016 annually
G1.B1.S1.A19 A303897	Plan and collaborate with district leadership, FTE, Compensation on implementation of financial...	Stewart, Tamie	8/11/2014	* Compensation, Payroll records * Copies of communications * Meeting agendas and schedules	8/22/2016 annually
G1.B1.S1.A25 A303903	Provide guidance to schools on sustaining improvements after SIG	Stewart, Tamie	8/1/2014	* Documentation of technical assistance provided to schools	10/3/2016 annually
G1.B2.S1.MA1 M309267	Ensure extended day schedule is accomplished and communicated	Stewart, Tamie	6/5/2014	* Master schedule * Communication document used to inform parents/ community * Staff rosters * Budget expenditure reports * Observation of extended day instruction	10/14/2016 annually
G1.B2.S1.A1 A303910	Develop a schedule to extend the school day by 30 minutes 3 days per week to provide focused...	Stewart, Tamie	12/3/2016	* A schedule will be shared with stakeholders * Master schedule provided to DOE on October 1, 2014	12/3/2016 one-time
G1.B1.S1.MA9 M309254	Ensure alignment of SIG 1003(g) initiatives with Curriculum & Instruction policies and initiatives	Stewart, Tamie	9/1/2014	* Strategic Plan C&I initiatives * C&I meetings	4/28/2017 quarterly
G1.B1.S1.MA21 M309246	Conduct summative evaluation to assess school climate	Stewart, Tamie	2/2/2015	* Climate Survey results * Teacher attendance * Student attendance * Positive Behavior Support, PBS, data * Retention of high performing faculty	5/1/2017 annually
G1.B1.S1.MA17 M309262	Conduct summative evaluations to assess engagement of parents in supporting school initiatives and...	Stewart, Tamie	2/2/2015	* Parent Climate Surveys results * Attendance at parent events * Parent Involvement Plan evaluation	5/1/2017 annually
G1.B1.S1.MA18 M309263	Conduct summative evaluation to assess school climate	Stewart, Tamie	2/2/2015	* Climate Survey results * Teacher attendance * Student attendance * Positive Behavior Support, PBS, data * Retention of high performing faculty	5/1/2017 one-time
G1.B1.S1.MA1 M309244	Assess implementation of differentiated instruction strategies through quarterly progress...	Stewart, Tamie	8/11/2014	* Collier Teacher Evaluation Model classroom observation data * Professional Learning Community meeting notes * Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions	5/5/2017 quarterly
G1.B1.S1.MA4 M309249	Ensure implementation of strategies learned during professional development training, such as...	Stewart, Tamie	8/11/2014	* Classroom observation data collected and compiled in iObservation * Coach logs and conference documentation compiled in iSupport * Lesson plans * Student performance data * District observations (Curriculum Coordinators)	5/5/2017 monthly
G1.B1.S1.MA19 M309264	Assess implementation of differentiated instruction strategies through quarterly progress...	Stewart, Tamie	10/1/2014	* Collier Teacher Evaluation Model classroom observation data * Professional Learning Community meeting notes * Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) *	5/5/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Benchmark assessment: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions	
G1.B2.S1.MA8  M309266	Assess implementation of extended learning time initiatives through quarterly progress monitoring...	Stewart, Tamie	10/1/2014	* Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of students who had already met the proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions	5/5/2017 quarterly
G1.B2.S1.MA6  M309272	Assess implementation of extended learning time initiatives through quarterly progress monitoring...	Stewart, Tamie	10/1/2014	* Benchmark assessment: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of students who had already met the proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data Dialogues discussions	5/5/2017 quarterly
G1.B2.S1.MA4  M309270	Ensure parent programs are accomplished and communicated	Stewart, Tamie	9/1/2014	* Flyers for parent programs * Attendance sheets for parent participation * allocation for parent events * observations of parent programs	5/12/2017 monthly
G1.B1.S1.MA20  M309245	Conduct summative evaluation on how implementation of action plan steps led to improved teacher...	Stewart, Tamie	10/13/2014	* Teacher professional development attendance records * Collier Teacher Evaluation Model (CTEM) classroom observation data: Monitoring during classroom observations on rigor and differentiated instruction. * Professional Learning Community meeting notes * Benchmark assessment data: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data will be collected on the Goals, Key Performance Indicators, and Strategies of the Strategic Plan. * Data Dialogue discussions * MTSS/RtI data	5/31/2017 annually
G1.B1.S1.MA16  M309261	Conduct summative evaluation on how implementation of action plan steps led to improved teacher...	Stewart, Tamie	10/13/2014	* Teacher professional development attendance records * Collier Teacher Evaluation Model (CTEM) classroom observation data: Monitoring during classroom observations on rigor and differentiated instruction. * Professional Learning Community meeting notes * Benchmark assessment data: Learning gains of students who had previously not met the proficiency standards (proficiency) * Benchmark assessment data: Learning gains of student who had already met proficiency standards (enrichment) * Annual Measurable Objectives for subgroups * Data will be collected on the Goals, Key Performance Indicators, and Strategies	5/31/2017 annually

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				of the Strategic Plan. * Data Dialogue discussions * MTSS/RtI data	
G1.MA1 M309273	Student reading performance data will be collected and reviewed at monthly Professional Learning...	Stewart, Tamie	8/8/2014	• Classroom performance and assessment data on units of study • iReady Data • District Quarterly Benchmark Assessments	6/2/2017 monthly
G1.MA3 M309275	Analyze data and adjust instruction based on results discussed at District Data Dialogues	Stewart, Tamie	10/1/2014	• District Data Dialogues • FAIR Data • District Quarterly Benchmark Assessments • Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction. • MTSS/ RtI Data	6/2/2017 quarterly
G1.MA4 M309276	Student math performance data will be collected and reviewed at monthly Professional Learning...	Stewart, Tamie	8/18/2014	• Classroom performance and assessment data on units of study • Digital Data Reports (iReady, Discovery Education) • District Benchmark Assessments	6/2/2017 monthly
G1.MA6 M309278	Monitor implementation of Professional Development for MTSS	Stewart, Tamie	8/11/2014	* Sign-in sheets * Professional development agendas	6/2/2017 quarterly
G1.MA7 M309279	Monitor implementation of professional development on curriculum and standards-based instruction	Stewart, Tamie	8/8/2014	* Professional development agendas * Sign-in sheets	6/2/2017 quarterly
G1.MA8 M309280	Monitor student attendance data	Stewart, Tamie	10/1/2014	* Data Warehouse attendance reports * Survey 5 Attendance Report	6/2/2017 quarterly
G2.MA1 M309292	Collection and analysis of various student and teacher outcome data will be reviewed year round.	Stewart, Tamie	8/15/2016	Teacher value-added measure data from FSA data, Florida Standards state-wide Assessments data (e.g., reading, writing & math) results, 5th grade Statewide Science Assessment results, district quarterly benchmark 1 & 2 results, grade-level summative student results.	6/2/2017 weekly
G3.MA1 M309295	Collection and analysis of various perception survey data will be reviewed year round.	Stewart, Tamie	8/15/2016	Parent, student and teacher surveys, School culture & climate surveys, parent and community event feedback forms	6/2/2017 monthly
G1.B1.S1.A27 A303905	Provide professional development on implementation of MTSS	Stewart, Tamie	8/8/2014	* Staff development agendas * Sign-in sheets	6/2/2017 quarterly
G1.B1.S1.A28 A303906	Provide professional development on use of curriculum and materials for standards based instruction	Stewart, Tamie	8/8/2014	* Staff development agendas * Sign-in sheets	6/2/2017 quarterly
G1.B1.S1.A29 A303907	Provide staff development on differentiated instruction	Stewart, Tamie	8/8/2014	* Staff development agendas * Sign-in sheets	6/2/2017 quarterly
G2.B1.S1.MA1 M309281	Administration will participate, inform, and monitor PLC & collaborative planning sessions	Holland, Holley	8/15/2016	Administration observations, Core Team meetings, PLC notes, common planning notes, grade-level lesson plans	6/2/2017 weekly
G2.B1.S1.MA1 M309282	Administration and academic coaches will monitor tiered support services and classroom...	Alford, Norman	8/8/2016	Grade-level PLC notes, Deliberate Practice Plans, CTEM Observational Reports, PLC agendas, coaching logs in iSupport, student academic notebooks, student success plan reviews	6/2/2017 weekly
G2.B1.S1.MA2 M309283	Leadership team will oversee continuing progress monitoring of all MTSS meetings that provide...	Gemmer, Tom	8/22/2016	MTSS meeting notes, PMP's with data points, ESE case loads, parent conference minutes	6/2/2017 weekly
G2.B1.S1.A1 A303933	Engage WIN (What I Need) time focused on students requiring Tier 2 services.	Barber, Sarah	8/15/2016	Fluency probes, comprehension probes, letter noun names and sound probes (K and 1st grade)	6/2/2017 daily

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2  A303934	Evaluate Behavior Student Success Plans	Gemmer, Tom	8/15/2016	behavior student agreement form, student pass reports, PBS Committee minutes, discipline flow chart, group analysis report (guidance, admin, grade-level instructors)	6/2/2017 biweekly
G2.B1.S1.A3  A303935	Implement Tier 3 services for students requiring more intensive levels of support.	Fletcher, Colleen	8/22/2016	Running records from Leveled Literacy Intervention	6/2/2017 daily
G3.B1.S1.MA1  M309293	Evaluate the parental involvement response rates (e.g., surevys, physical appearance, input) of...	Holland, Holley	8/15/2016	parental involvement activities implemented, parent attendance sign-in sheets, success ratings on 5Essential surveys, SAC meeting attendance	6/2/2017 monthly
G3.B1.S1.MA1  M309294	Maintain collaborative partnerships with parents' to build their understanding, confidence, and...	Alford, Norman	8/22/2016	School Advisory Council minutes, social media (e.g., PSE website, twitter, facebook), parent flyers, newsletters, Student Led Conferences, Title 1 Newsletters, automated caller phone system, district communications	6/2/2017 monthly
G3.B1.S1.A1  A303942	Assign a family liaison to communicate in English, Creole, and Spanish to reach all parents.	Holland, Holley	8/15/2016	parent caller messages, newsletters, flyers, social media mediums (e.g., twitter and Facebook)	6/2/2017 biweekly
G3.B1.S1.A2  A303943	Designate a parental/family room to conduct parent events and meetings to support their children's...	Alford, Norman	8/15/2016	parent caller messages, newsletters, flyers, social media mediums (e.g., twitter and Facebook)	6/2/2017 monthly
G3.B1.S1.A3  A303944	Professional development for faculty and staff about cultural and social awareness.	Alford, Norman	10/14/2016	Champions of Social Emotional Learning	6/2/2017 semiannually
G3.B1.S1.A4  A303945	Offer a flexible number of meetings (times and dates) to allow for more parental input.	Holland, Holley	8/15/2016	sign in sheets, agendas	6/2/2017 monthly
G3.B1.S1.A5  A303946	Provide parents information about the Title I program.	Alford, Norman	8/15/2016	Flyers, social media	6/2/2017 monthly
G3.B1.S1.A6  A303947	Provide opportunities for parents to communicate with administration, instructional staff, and...	Alford, Norman	8/15/2016	Surveys, meeting times with administration, Student Led Conferences	6/2/2017 monthly
G3.B1.S1.A7  A303948	Collaborate with parents, community members, local organizations, and businesses that can help...	Gemmer, Tom	8/15/2016	meeting minutes agendas, sign in sheets	6/2/2017 monthly
G2.B1.S2.MA1  M309284	Implement and support effective resources to sustain career continuum that fosters instructional...	Alford, Norman	8/15/2016	academic coaching cycles, teacher mentors, professional learning opportunities, instructional materials, teacher planning commentary, peer assistance schedules,	6/2/2017 biweekly
G2.B1.S2.MA1  M309285	Evaluate student progress monitoring data.	Alford, Norman	8/15/2016	District assessments, school created assessments, lesson plans, running records, Fountas & Pinnell Benchmark Assessment System, Lexile Level growth measures, iReady data, sub-group data, pre & post test measures, student self-evaluation data, teacher evaluation records.	6/2/2017 weekly
G2.B1.S2.MA3  M309286	Evaluate intervention and student diagnostic assessments	Holland, Holley	8/15/2016	Leveled Literacy Intervention reports, developmental reading diagnostic data, IEP related measures, alternative assessment data,	6/2/2017 weekly
G2.B1.S2.MA4  M309287	Examine student grade-level performance-based tasks.	Alford, Norman	8/15/2016	student work samples, evidence of teacher-student feedback, notebooks, interactive journals, writing samples, lab reports, graphic organizers, student projects, authentic tasks using technology, learning goals & scales	6/2/2017 daily


Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA5 M309288	Monitor collaborative planning and grade-level PLC's	Holland, Holley	8/15/2016	IFC's aligned to the FSA standards, collaborative planning minutes, grade-level data chats, sign-in sheets	6/2/2017 weekly
G2.B1.S2.MA6 M309289	Observe the instructional delivery of high-yield instructional practices that contribute to student...	Alford, Norman	8/15/2016	CTEM Observation Reports, Deliberate Practice Plans, academic coaching modeling schedule,	6/2/2017 daily
G2.B1.S2.A1 A303936	Facilitate collaborative planning processes.	Fletcher, Colleen	8/17/2016	lesson plans, formative assessments, student exit slips (e.g., what stuck)	6/2/2017 weekly
G2.B1.S2.A2 A303937	Analyze formative assessment through coach facilitated PLC's structure.	Barber, Sarah	8/8/2016	SRC, iReady, FAAST Math, Standards Mastery, Data Warehouse formatives, running records	6/2/2017 biweekly
G2.B1.S2.A3 A303938	Train and implement the high-yield strategy of recording and representing knowledge.	Ware, David	8/8/2016	student work products, science & math interactive notebooks	6/2/2017 weekly
G2.B1.S2.A4 A303939	Increase the focus on a systematic approach towards implementing the targeted differentiated...	Eaton, Kriste	8/15/2016	guided reading plans, math lesson plans, What I Need (W.I.N) plan, Discovery Education science centers, gifted extension lessons	6/2/2017 weekly
G1.MA2 M309274	Teacher use of differentiated instruction will be monitored	Stewart, Tamie	8/8/2014	• Classroom Observations (CTEM): Monitoring during classroom observations on rigor and differentiated instruction. • District quarterly benchmark assessments • MTSS/Rtl Data • Review of Teacher Lesson Plans • Observations and minutes of teacher collaborative planning	6/9/2017 monthly
G1.B1.S1.A2 A303880	Negotiate with union, CCEA, to create a Memorandum of Understanding to include additional contract...	Stewart, Tamie	8/18/2014	*Agendas for meetings with the union * Finalized copy of Memorandum of Understanding (MOU) with union	6/9/2017 monthly
G1.B1.S1.A13 A303891	Register staff and send to DA Summer Academy	Stewart, Tamie	5/23/2014	*Registration confirmation and invoices *Hotel confirmation and invoices *Budget expenditure report	6/9/2017 annually
G1.B1.S1.A14 A303892	Provide coaches with staff development and guidance from District Curriculum Coordinators	Stewart, Tamie	8/4/2014	* Copies of coaching logs * Samples of Staff development provided * Coach schedules * Agendas and materials from coach meetings	6/9/2017 monthly
G1.B2.S1.A9 A303918	Provide extended year staff with PD training for extended year summer program	Stewart, Tamie	6/5/2015	* Copy of training agenda and materials * Copy of staff sign in and time sheets	6/9/2017 annually
G1.B2.S1.A13 A303922	Offer Parent Academies to engage parents in the school and their children's' education	Stewart, Tamie	8/11/2014	*Flyers inviting parents to events *Sign in sheets *Training Materials	6/9/2017 monthly
G1.B1.S1.A3 A303881	Provide substitutes to cover 6 days of collaborative planning for all instructional staff.	Stewart, Tamie	7/15/2014	*Staff schedules *PLC Meeting Minutes *Lesson Plans	6/16/2017 annually
G1.B1.S1.A4 A303882	Contract with Professional Consultant Stephen Peters to provide staff development on school...	Stewart, Tamie	7/15/2014	* Signed contract * Staff Development schedule and materialst	6/16/2017 annually
G1.B1.S1.A18 A303896	Plan and collaborate with district leadership, FTE, Compensation on implementation of REAP	Stewart, Tamie	5/1/2015	* Compensation, Payroll records * Copies of communications * Meeting agendas and schedules	6/16/2017 annually
G1.B1.S1.MA7 M309252	Ensure budgets are spent timely and appropriately (according to grant requirements and narrative).	Stewart, Tamie	7/1/2014	* budget expenditure reports * budget remaining balances per function/object codes	6/30/2017 biweekly
G1.B1.S1.MA8 M309253	Ensure alignment of SIG 1003(g) initiatives with other federal grant initiatives.	Stewart, Tamie	3/3/2014	* budget expenditure reports * grant applications for Title I Part A, Title I Part C, Title I School Improvement 1003(a), Title II Part A, Title III	6/30/2017 monthly

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA10 M309255	Ensure alignment of SIG 1003(g) initiatives with School Improvement Planning	Stewart, Tamie	3/3/2014	* School Improvement Plans * SIG application	6/30/2017 quarterly
G1.B1.S1.A9 A303887	Provide staff with performance rewards for increased student achievement (REAP). Reward for...	Stewart, Tamie	5/1/2015	* FCAT assessment data * Communication to staff regarding award * Compensation (Payroll records) * Staff roster for REAP * Budget expenditure report	6/30/2017 annually
G1.B1.S1.A21 A303899	Supervise and guide SIG school principals in the implementation of the Transformation Model at...	Stewart, Tamie	8/11/2014	* Copies of communications * Meeting agendas and schedules	6/30/2017 annually
G1.B2.S1.A8 A303917	Create allocation and hire staff for extended year curriculum writing	Stewart, Tamie	3/2/2015	*Copy of allocation *Staff curriculum writing roster and time sheets	6/30/2017 annually
G1.B2.S1.A12 A303921	Provide STEM Focused Enrichment Academy (EnStem) to all students, including 8 hours for parents to...	Stewart, Tamie	8/11/2014	*Copy of EnStem Lessons *EnStem Schedule *Copy of EnStem Invitation to parents	6/30/2017 weekly
G1.B2.S1.A14 A303923	Provide review and guidance on budget expenditures	Stewart, Tamie	7/1/2014	*Copies of requisitions and invoices *Copies of communications regarding budget	6/30/2017 monthly
G1.B2.S1.A15 A303924	Provide guidance and assistance with allocation process and contract proposals	Stewart, Tamie	7/1/2014	* Approved allocations * Fully executed contracts * Copies of communications with school	6/30/2017 monthly
G1.B2.S1.A16 A303925	Provide guidance on completion of staff time sheets and pay memos for after school and summer...	Stewart, Tamie	8/1/2014	* Copies of time sheets * Copies of Pay memos * Copies of communications with school	6/30/2017 monthly
G1.B2.S1.A17 A303926	Coordinate SIG funds to align initiatives with district and other federal program initiatives.	Stewart, Tamie	4/18/2014	* Budget Reports * Copies of communications * Meeting agendas and schedules	6/30/2017 annually
G1.B2.S1.A18 A303927	Coordinate extended learning time curriculum and initiatives with regular school day and school...	Stewart, Tamie	4/11/2014	* Budget Reports * Copies of communications * Meeting agendas and schedules	6/30/2017 annually
G2.B1.S2.A5 A303940	Federally funded positions and funds will be used to support student achievement in all content...	Stewart, Tamie	7/5/2016	Title 1 budget, migrant budget	6/30/2017 daily
G1.MA5 M309277	Monitor implementation of extended learning time	Stewart, Tamie	8/11/2014	* Extended learning time schedules * Attendance * Lesson plans for extended learning time	7/28/2017 semiannually
G1.B2.S1.A6 A303915	Provide extended school year during summer months	Stewart, Tamie	6/11/2015	*Summer school schedule *Summer school roster *Summer attendance verification	7/30/2017 annually
G1.B2.S1.A10 A303919	Provide students with standards based field trips to support curriculum with experiential learning	Stewart, Tamie	8/8/2014	* Field trip proposals * Lesson plans for field trips including standards addressed	7/30/2017 quarterly
G1.B1.S1.MA3 M309248	Ensure that all eligible staff performance awards and sign on bonus incentives are provided to all...	Stewart, Tamie	5/4/2015	* Staff Rosters * Attendance verification * Payroll Records	8/7/2017 annually
G1.B1.S1.MA11 M309256	Implementation of Gentlemen's and Ladies Club	Stewart, Tamie	7/14/2014	* Observations of the clubs in action * Climate survey results	8/8/2017 monthly
G1.B1.S1.MA13 M309258	Ensure staff allocations are completed to extend the contract time for instructional staff...	Stewart, Tamie	7/14/2014	* Staff Contract extension allocation * Staff roster for grant	8/8/2017 annually
G1.B1.S1.MA14 M309259	Ensure substitutes are obtained for instructional staff to have 6 days of collaborative planning	Stewart, Tamie	7/14/2014	* Staff roster for grant	8/8/2017 annually
G1.B1.S1.MA15 M309260	Ensure attendance at Differentiated Accountability Summer Academy	Stewart, Tamie	7/1/2014	* Attendance confirmation from DOE * Classroom observations	8/8/2017 annually
G1.B2.S1.MA1 M309265	Conduct summative evaluation on how the extended learning time impacted student learning	Stewart, Tamie	3/3/2014	* District quarterly benchmark assessments * MTSS/Rtl Data * District Data Dialogues * FCAT assessment	9/30/2017 annually

Collier - 0551 - Parkside Elementary School - 2016-17 SIP
Parkside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				scores disaggregated by subgroups * Annual Measurable Objectives, AMOs	
G1.B2.S1.MA5  M309271	Conduct summative evaluation on how the extended learning time impacted student learning	Stewart, Tamie	3/3/2014	* District quarterly benchmark assessments * MTSS/RtI Data * District Data Dialogues * FCAT assessment scores disaggregated by subgroups * Annual Measurable Objectives, AMOs	9/30/2017 annually

V. Professional Development Opportunities

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

G1. If we analyze data to drive ambitious instruction and impactful interventions school-wide, then student proficiency will increase.

G1.B1 Parkside Elementary School Barrier: 1. High staff turnover has resulted in uneven implementation of differentiated instruction

G1.B1.S1 Parkside Elementary School Strategy - Differentiated Instruction Poor staff retention over many years has led to the uneven implementation of differentiated instruction. Our goal is to analyze data to drive ambitious instruction and impactful interventions school-wide. With the strategy of differentiated instruction, we will reduce the barrier and attain our goal by providing additional time for staff development in the areas of differentiated instruction and Multi-Tiered System of Supports (MTSS), time for staff to plan collaboratively, and providing professional development work geared toward building a positive school culture. We will also provide staff incentives and rewards as a mechanism of acknowledging the teachers' work in the area of data driven differentiated instruction, thus adding to staff retention. Teachers are provided with District curriculum maps and pacing guides for all core areas that are integrated across grade levels and aligned with the Florida Standards. The guides include links to supplemental resources and suggested interventions, as well as ideas and resources for integrating reading instruction throughout the content areas. While the multiple and varied resources are available, they can be overwhelming without proper training and support in their use. We are confident that with targeted and intensive professional development and collaborative planning, this group of teachers can gain the tools and skills needed to effectively differentiate instruction and meet the needs of their students. We intend to provide continuous data-driven professional development for teachers on an ongoing basis prior to and throughout the school year Pre- Extension: Professional Learning for Differentiation Due to poor staff retention, many current teachers have not received targeted training in differentiated instruction. To reduce this barrier, all instructional staff, including media specialists and guidance counselors will initially receive staff development on differentiated lesson planning and time to plan collaboratively prior to the start of the year during a 7 day pre-contract extension. Staff will learn research-based strategies for planning for differentiating instruction by changing the process of content delivery, such as, strategic use of flexible grouping, tiered instruction, collaborative learning, and learning centers. Collaborative Planning for Data Driven Action Along with the training provided to teachers during the pre-extension, they will also receive time to plan collaboratively among grade levels, and apply what has been learned about incorporating differentiation into Tier 1 instruction. Coaches, school leadership, District content coordinators and teachers on special assignment (TSA's) will be available to provide technical assistance so that Parkside staff will have toolbox of strategies, such as flexible grouping, tiered instruction, collaborative learning, and learning centers, and plans in place in order to be confident and ready to start the school year. With the poor staff retention and instability of staffing in the past, many of these teachers have not worked together before and could benefit from this opportunity to plan and review data collaboratively for effective differentiated instruction.. In a continued effort to increase effective implementation of differentiated instruction and empower teachers, Tamie Stewart (principal), with assistance from the Human Resources Department, will provide substitutes to cover 6 days of collaborative planning and/or observation of best practices for all instructional staff at least quarterly (4 days) and 2 additional dates to be determined by leadership based on school schedules and staff need. Using the MTSS process, teachers will use their data to closely examine Tier 1 instruction and what modifications need to be made to their delivery of lessons. Supplemental Resource Teacher A supplemental resource teacher will be hired for year one only. The supplemental resource teacher will allow for students to receive additional targeted interventions on a regular basis. Supplemental Coach To further reduce the barrier of poor staff retention and uneven implementation of differentiated instruction, SIG funds will provide for an additional academic coach to support the staff at this school. Coaches are not only subject area experts but able to build bonds with teachers and focus on teachers' strengths, while helping them improve, in a non-threatening manner as peers. School Culture Implementation of differentiated instruction in a consistent schoolwide approach and with fidelity will lead to a positive school culture because staff will be working in alignment toward a shared vision. While strategies from Stephen Peters will be used to build a culture of learners, the school will also contract with the Kagan Company to provide 16 hours of staff development in cooperative learning strategies. As evidenced by the proposed activities, staff development will not be addressed as a one time or one size fits all initiative. Instead, it will be on-going, strategic and multi-tiered. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. As the inconsistent use and training in effective differentiated instruction at the school can be attributed to high turnover of teachers on an annual basis, the school is making efforts to increase staff retention. Funds are included in the application to allow for sign on bonuses for teachers at the school, along with financial rewards for growth in student academic performance. These incentives serve to validate the teachers for their efforts and growth.

PD Opportunity 1

Provide teachers with a seven day contract pre-extension (52.5 hours) prior to the start of school.

Facilitator

Tamie Stewart (Principal), Coaches (TBD) and District content area curriculum Coordinators (Dianne Faramo (Reading), Amber Nottidge (Math), and Curt Witthoff (Science))

Participants

Instructional staff and coaches

Schedule

Annually, from 7/31/2014 to 8/5/2014

PD Opportunity 2

Contract with Professional Consultant Stephen Peters to provide staff development on school cultural development

Facilitator

Tamie Stewart, Stephen Peters (Consultant)

Participants

All Staff

Schedule

Annually, from 7/15/2014 to 6/16/2017

PD Opportunity 3

Contract with Professional Consultant Kagan for staff development training.

Facilitator

Tamie Stewart and Kagan Consultant

Participants

All instructional staff

Schedule

On 7/15/2014

PD Opportunity 4

Attend the Differentiated Accountability Summer Academy.

Facilitator

FDOE Staff (Bureau of School Improvement)

Participants

District DA Staff (Terrie Mitev and Jodi Cronin), Tammy Stewart and assistant principals

Schedule

Annually, from 6/9/2014 to 7/30/2016

PD Opportunity 5

Provide coaches with staff development and guidance from District Curriculum Coordinators

Facilitator

District content area curriculum Coordinators (Dianne Faramo (Reading), Amber Nottidge (Math), and Curt Witthoff (Science), Executive Director of Elementary Programs (Jennifer Kincaid)

Participants

All instructional staff

Schedule

Monthly, from 8/4/2014 to 6/9/2017

PD Opportunity 6

Provide focused technical assistance on SIP and alignment between SIG to School Improvement Planning

Facilitator

Jodi Cronin

Participants

Parkside Leadership and Staff

Schedule

Monthly, from 7/1/2014 to 6/30/2015

PD Opportunity 7

Provide professional development on implementation of MTSS

Facilitator

Jodi Cronin, District curriculum coordinators, and academic coaches

Participants

Instructional Staff

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

PD Opportunity 8

Provide professional development on use of curriculum and materials for standards based instruction

Facilitator

Academic coaches and District curriculum coordinators

Participants

Institutional Staff

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

PD Opportunity 9

Provide staff development on differentiated instruction

Facilitator

Academic coaches and District curriculum coordinators

Participants

Institutional Staff

Schedule

Quarterly, from 8/8/2014 to 6/2/2017

G1.B2 Parkside Elementary School Barrier: 2. The school has the highest percentage of students in the District with 89% of students coming from non-English households

G1.B2.S1 Parkside Elementary School Strategy - Extended Learning Time A large percentage of Parkside's students (89%) come from non - English households. The school needs to reach out to these families and ensure that they have the tools needed to help the children be successful in school. This strategy of extended learning time will focus on the goal to analyze data to drive instruction and reduce the barrier of 89% of students coming from non-English households by incorporating parent academies so that parents can become partners in their child's education. These academies will expand parents' ability to understand their child's academic performance and to support their child at home by reinforcing the strategies taught during the day. Extended Day: Parent University To target this barrier of 89% of students coming from non-English households, Parkside Elementary plans to engage parents in school events and in their children's education by providing a Parent University. For year one of the program, a Parent Involvement Assistant will be hired to aide in development, implementation and documentation of parental involvement initiatives. She will work closely with families to build relationships and trust, thus improving the home-school connection and comfort level of parents. Extended Day: Reading Instruction and Interventions-- Covered by L300 Year 1 only (30 minutes, 5 days per week for 90 hours total) While simultaneously providing parents with English classes and strategies to assist their children, the school will also address student performance by providing extended learning and enrichment activities focused on Reading. The school day will be extended by 30 minutes to provide ambitious, data-driven differentiated reading instruction and interventions based on student data for a total 72 hours per year for years 2 and 3 of the grant. The purpose of this extended learning opportunity is to achieve a positive impact on academic performance of students by giving them additional time to work at their individual levels and receive targeted interventions through the MTSS model. Parkside's extended learning time instruction will be differentiated to meet the unique needs of the learners. A variety of supplemental resources will be used, such as 100 Book Challenge Ticket to Read, and Social Studies Alive program. Teachers will apply what has been learned about analyzing data and differentiating instruction to build in targeted and meaningful activities into their instruction both during the school day and extended learning time. These activities will include using a hands-on, multisensory approach for appropriate students, learning centers where books are based on students' individual level, the assignment is also based on students level (i.e. 1st grade- some students are reading sight word readers used during instruction while other students are reading sight words readers that are unseen text), and using Kagan Cooperative Learning Strategies. Targeted reading instruction will take place in the areas of phonemic awareness phonics, fluency, vocabulary and comprehension. Extended Year: Summer Learning The school year will be extended by 3 days for a total of 18 hours per year (for years 2 and 3 of the grant) and the extended year program will be added for 6.5 hours per day for 16 days, which will provide students with 104 hours of additional extended year earning time. The extended year, summer, program will provide focused and intensive reading instruction through thematic units based on content area subject matter, thus incorporating reading strategies for non-fiction text. The program will also include experiential field trips tied to the standards, which give students access to real-world experiences. Extended Day: After School EnSTEM Academies To engage students in experiential learning, Parkside Elementary will provide 33 hours of enrichment activities to all students with a hands-on STEM- focused "EnSTEM" Academy. EnStem Academy is a new enrichment component interwoven through the related arts rotation that will include reading that is related to content area literacy in science. It will include technology, such as Vernier probes, which allow students to collect and analyze data and conduct scientific investigations in such a way that it will increase the level of rigor and will require more higher order thinking than an normal science lesson. There will also be a STEM college/career component which would include reading/ researching STEM related careers. In keeping with the theme of parental involvement being key to student success, a parent STEM showcase will occur to engage students and families together in EnSTEM Academy activities. The school will also provide an after school academy with a STEM focus. The placement of students in the program is consistent with our goal of analyzing data to drive instruction and interventions school-wide. In this case, the intervention is an enrichment activity. Academies will be designed to be hands-on for maximum student engagement.

PD Opportunity 1

Provide extended year staff with PD training for extended year summer program

Facilitator

Dianne Faramo (Coordinator, Elementary Reading and Language Arts)

Participants

All instructional staff

Schedule

Annually, from 6/5/2015 to 6/9/2017

G2. If staff consistently utilizes effective instructional strategies, embeds high-yield essential elements in practice, and analyzes data to drive ambitious instruction, then student achievement will increase in all content areas.

G2.B1 Students have not consistently received targeted, data driven, and differentiated instruction that meet their needs cognitively, behaviorally, and emotionally

G2.B1.S2 Strengthen data-driven differentiated instruction across literacy, math and science.

PD Opportunity 1

Train and implement the high-yield strategy of recording and representing knowledge.

Facilitator

Academic Coaches

Participants

Instructional staff

Schedule

Weekly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Increase the focus on a systematic approach towards implementing the targeted differentiated instruction.

Facilitator

Academic Coaches

Participants

Instructional staff

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. If we effectively communicate with Parkside Elementary families within our community about school initiatives, programs and student progress using school-to-home and home-to-school communications consistently, then parental engagement will increase.

G3.B1 Consistent, two-way, partnership communication between parents and school staff that links cultural beliefs and parental roles in education

G3.B1.S1 Increase the focus on all parent involvement programs and sustain a high level of consistent community connections.

PD Opportunity 1

Professional development for faculty and staff about cultural and social awareness.

Facilitator

Norman Alford

Participants

All instructional and support staff K-5

Schedule

Semiannually, from 10/14/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If we analyze data to drive ambitious instruction and impactful interventions school-wide, then student proficiency will increase.

G1.B1 Parkside Elementary School Barrier: 1. High staff turnover has resulted in uneven implementation of differentiated instruction

G1.B1.S1 Parkside Elementary School Strategy - Differentiated Instruction Poor staff retention over many years has led to the uneven implementation of differentiated instruction. Our goal is to analyze data to drive ambitious instruction and impactful interventions school-wide. With the strategy of differentiated instruction, we will reduce the barrier and attain our goal by providing additional time for staff development in the areas of differentiated instruction and Multi-Tiered System of Supports (MTSS), time for staff to plan collaboratively, and providing professional development work geared toward building a positive school culture. We will also provide staff incentives and rewards as a mechanism of acknowledging the teachers' work in the area of data driven differentiated instruction, thus adding to staff retention. Teachers are provided with District curriculum maps and pacing guides for all core areas that are integrated across grade levels and aligned with the Florida Standards. The guides include links to supplemental resources and suggested interventions, as well as ideas and resources for integrating reading instruction throughout the content areas. While the multiple and varied resources are available, they can be overwhelming without proper training and support in their use. We are confident that with targeted and intensive professional development and collaborative planning, this group of teachers can gain the tools and skills needed to effectively differentiate instruction and meet the needs of their students. We intend to provide continuous data-driven professional development for teachers on an ongoing basis prior to and throughout the school year Pre- Extension: Professional Learning for Differentiation Due to poor staff retention, many current teachers have not received targeted training in differentiated instruction. To reduce this barrier, all instructional staff, including media specialists and guidance counselors will initially receive staff development on differentiated lesson planning and time to plan collaboratively prior to the start of the year during a 7 day pre-contract extension. Staff will learn research-based strategies for planning for differentiating instruction by changing the process of content delivery, such as, strategic use of flexible grouping, tiered instruction, collaborative learning, and learning centers. Collaborative Planning for Data Driven Action Along with the training provided to teachers during the pre-extension, they will also receive time to plan collaboratively among grade levels, and apply what has been learned about incorporating differentiation into Tier 1 instruction. Coaches, school leadership, District content coordinators and teachers on special assignment (TSA's) will be available to provide technical assistance so that Parkside staff will have toolbox of strategies, such as flexible grouping, tiered instruction, collaborative learning, and learning centers, and plans in place in order to be confident and ready to start the school year. With the poor staff retention and instability of staffing in the past, many of these teachers have not worked together before and could benefit from this opportunity to plan and review data collaboratively for effective differentiated instruction.. In a continued effort to increase effective implementation of differentiated instruction and empower teachers, Tamie Stewart (principal), with assistance from the Human Resources Department, will provide substitutes to cover 6 days of collaborative planning and/or observation of best practices for all instructional staff at least quarterly (4 days) and 2 additional dates to be determined by leadership based on school schedules and staff need. Using the MTSS process, teachers will use their data to closely examine Tier 1 instruction and what modifications need to be made to their delivery of lessons. Supplemental Resource Teacher A supplemental resource teacher will be hired for year one only. The supplemental resource teacher will allow for students to receive additional targeted interventions on a regular basis. Supplemental Coach To further reduce the barrier of poor staff retention and uneven implementation of differentiated instruction, SIG funds will provide for an additional academic coach to support the staff at this school. Coaches are not only subject area experts but able to build bonds with teachers and focus on teachers' strengths, while helping them improve, in a non-threatening manner as peers. School Culture Implementation of differentiated instruction in a consistent schoolwide approach and with fidelity will lead to a positive school culture because staff will be working in alignment toward a shared vision. While strategies from Stephen Peters will be used to build a culture of learners, the school will also contract with the Kagan Company to provide 16 hours of staff development in cooperative learning strategies. As evidenced by the proposed activities, staff development will not be addressed as a one time or one size fits all initiative. Instead, it will be on-going, strategic and multi-tiered. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. As the inconsistent use and training in effective differentiated instruction at the school can be attributed to high turnover of teachers on an annual basis, the school is making efforts to increase staff retention. Funds are included in the application to allow for sign on bonuses for teachers at the school, along with financial rewards for growth in student academic performance. These incentives serve to validate the teachers for their efforts and growth.

TA Opportunity 1

Provide technical assistance on monitoring student performance and providing interventions using MTSS system.

Facilitator

Jodi Cronin (Coordinator, DA), Jodi Cronin (Coordinator, MTSS) and Tamie Stewart

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/10/2016

TA Opportunity 2

Submit TD leave requests for DA Summer Academy Training (Exact date unknown until provided by DOE)

Facilitator

FDOE Staff (Bureau of School Improvement)

Participants

Collier District Staff, school leadership, coaches and select instructional staff

Schedule

Annually, from 5/23/2013 to 7/30/2016

TA Opportunity 3

Register staff and send to DA Summer Academy

Facilitator

Jodi Cronin

Participants

School based leadership

Schedule

Annually, from 5/23/2014 to 6/9/2017

TA Opportunity 4

Plan and collaborate with district leadership, FTE, Compensation on implementation of REAP

Facilitator

Diana Holden and Maria Longa

Participants

Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

Annually, from 5/1/2015 to 6/16/2017

TA Opportunity 5

Plan and collaborate with district leadership, FTE, Compensation on implementation of financial incentives

Facilitator

Diana Holden and Maria Longa

Participants

Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

Annually, from 8/11/2014 to 8/22/2016

TA Opportunity 6

Coordinate SIG funds to align initiatives with district and other federal program initiatives

Facilitator

Diana Holden and Tammy Caraker

Participants

Tamie Stewart, Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

On 4/18/2014

TA Opportunity 7

Supervise and guide SIG school principals in the implementation of the Transformation Model at their school site.

Facilitator

Diana Holden, Tammy Caraker, Terrie Mitev, and Jodi Cronin

Participants

Tamie Stewart, Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

Annually, from 8/11/2014 to 6/30/2017

TA Opportunity 8

Communicate with school leadership guidance and definition of "operational flexibility"

Facilitator

Diana Holden (Assistant Director of Federal and State Grants); Terrie Mitev (Executive Director of Continuous Improvement Initiatives)

Participants

School Leadership

Schedule

On 8/1/2014

TA Opportunity 9

Provide guidance to schools on sustaining improvements after SIG

Facilitator

Diana Holden (Assistant Director of Federal and State Grants); Terrie Mitev (Executive Director of Continuous Improvement Initiatives)

Participants

School Leadership

Schedule

Annually, from 8/1/2014 to 10/3/2016

G1.B2 Parkside Elementary School Barrier: 2. The school has the highest percentage of students in the District with 89% of students coming from non-English households

G1.B2.S1 Parkside Elementary School Strategy - Extended Learning Time A large percentage of Parkside's students (89%) come from non - English households. The school needs to reach out to these families and ensure that they have the tools needed to help the children be successful in school. This strategy of extended learning time will focus on the goal to analyze data to drive instruction and reduce the barrier of 89% of students coming from non-English households by incorporating parent academies so that parents can become partners in their child's education. These academies will expand parents' ability to understand their child's academic performance and to support their child at home by reinforcing the strategies taught during the day. Extended Day: Parent University To target this barrier of 89% of students coming from non-English households, Parkside Elementary plans to engage parents in school events and in their children's education by providing a Parent University. For year one of the program, a Parent Involvement Assistant will be hired to aide in development, implementation and documentation of parental involvement initiatives. She will work closely with families to build relationships and trust, thus improving the home-school connection and comfort level of parents. Extended Day: Reading Instruction and Interventions-- Covered by L300 Year 1 only (30 minutes, 5 days per week for 90 hours total) While simultaneously providing parents with English classes and strategies to assist their children, the school will also address student performance by providing extended learning and enrichment activities focused on Reading. The school day will be extended by 30 minutes to provide ambitious, data-driven differentiated reading instruction and interventions based on student data for a total 72 hours per year for years 2 and 3 of the grant. The purpose of this extended learning opportunity is to achieve a positive impact on academic performance of students by giving them additional time to work at their individual levels and receive targeted interventions through the MTSS model. Parkside's extended learning time instruction will be differentiated to meet the unique needs of the learners. A variety of supplemental resources will be used, such as 100 Book Challenge Ticket to Read, and Social Studies Alive program. Teachers will apply what has been learned about analyzing data and differentiating instruction to build in targeted and meaningful activities into their instruction both during the school day and extended learning time. These activities will include using a hands-on, multisensory approach for appropriate students, learning centers where books are based on students' individual level, the assignment is also based on students level (i.e. 1st grade- some students are reading sight word readers used during instruction while other students are reading sight words readers that are unseen text), and using Kagan Cooperative Learning Strategies. Targeted reading instruction will take place in the areas of phonemic awareness phonics, fluency, vocabulary and comprehension. Extended Year: Summer Learning The school year will be extended by 3 days for a total of 18 hours per year (for years 2 and 3 of the grant) and the extended year program will be added for 6.5 hours per day for 16 days, which will provide students with 104 hours of additional extended year earning time. The extended year, summer, program will provide focused and intensive reading instruction through thematic units based on content area subject matter, thus incorporating reading strategies for non-fiction text. The program will also include experiential field trips tied to the standards, which give students access to real-world experiences. Extended Day: After School EnSTEM Academies To engage students in experiential learning, Parkside Elementary will provide 33 hours of enrichment activities to all students with a hands-on STEM- focused "EnSTEM" Academy. EnStem Academy is a new enrichment component interwoven through the related arts rotation that will include reading that is related to content area literacy in science. It will include technology, such as Vernier probes, which allow students to collect and analyze data and conduct scientific investigations in such a way that it will increase the level of rigor and will require more higher order thinking than an normal science lesson. There will also be a STEM college/career component which would include reading/ researching STEM related careers. In keeping with the theme of parental involvement being key to student success, a parent STEM showcase will occur to engage students and families together in EnSTEM Academy activities. The school will also provide an after school academy with a STEM focus. The placement of students in the program is consistent with our goal of analyzing data to drive instruction and interventions school-wide. In this case, the intervention is an enrichment activity. Academies will be designed to be hands-on for maximum student engagement.

TA Opportunity 1

Create allocation and hire staff for extended year curriculum writing

Facilitator

District Curriculum Coordinators (Dianne Faramo (Reading), Amber Nottidge (Math) and Curt Witthoff (Science))

Participants

Summer School Teachers

Schedule

Annually, from 3/2/2015 to 6/30/2017

TA Opportunity 2

Provide review and guidance on budget expenditures

Facilitator

Diana Holden

Participants

Tamie Stewart and Leadership team

Schedule

Monthly, from 7/1/2014 to 6/30/2017

TA Opportunity 3

Provide guidance and assistance with allocation process and contract proposals

Facilitator

Diana Holden

Participants

Tamie Stewart and Jessica Campbell

Schedule

Monthly, from 7/1/2014 to 6/30/2017

TA Opportunity 4

Provide guidance on completion of staff time sheets and pay memos for after school and summer programs

Facilitator

Diana Holden

Participants

Tamie Stewart and Jessica Campbell

Schedule

Monthly, from 8/1/2014 to 6/30/2017

TA Opportunity 5

Coordinate SIG funds to align initiatives with district and other federal program initiatives.

Facilitator

Diana Holden and Maria Longa

Participants

Tamie Stewart, Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

Annually, from 4/18/2014 to 6/30/2017

TA Opportunity 6

Supervision and guidance to SIG school principals in the implementation of the Transformation Model at their school site.

Facilitator

Diana Holden and Maria Longa

Participants

Tamie Stewart, Patrick Woods, Karen Phillips, Dr. Patton and David Stump

Schedule

On 8/11/2014

VII. Budget

1	G1.B1.S1.A1	Provide teachers with a seven day contract pre-extension (52.5 hours) prior to the start of school.	\$0.00
---	-------------	-----------------------------------------------------------------------------------------------------	--------

2	G1.B1.S1.A10	Provide instructional staff with a sign on bonus as an incentive for working at school to be paid after completion of first contract day	\$0.00
3	G1.B1.S1.A11	Attend the Differentiated Accountability Summer Academy.	\$0.00
4	G1.B1.S1.A12	Submit TD leave requests for DA Summer Academy Training (Exact date unknown until provided by DOE)	\$0.00
5	G1.B1.S1.A13	Register staff and send to DA Summer Academy	\$0.00
6	G1.B1.S1.A14	Provide coaches with staff development and guidance from District Curriculum Coordinators	\$0.00
7	G1.B1.S1.A15	Submit allocation for supplemental academic coach at school	\$0.00
8	G1.B1.S1.A16	Hire school-level academic coach	\$0.00
9	G1.B1.S1.A17	Provide focused technical assistance on SIP and alignment between SIG to School Improvement Planning	\$0.00
10	G1.B1.S1.A18	Plan and collaborate with district leadership, FTE, Compensation on implementation of REAP	\$0.00
11	G1.B1.S1.A19	Plan and collaborate with district leadership, FTE, Compensation on implementation of financial incentives	\$0.00
12	G1.B1.S1.A2	Negotiate with union, CCEA, to create a Memorandum of Understanding to include additional contract hours for teachers	\$0.00
13	G1.B1.S1.A20	Coordinate SIG funds to align initiatives with district and other federal program initiatives	\$0.00
14	G1.B1.S1.A21	Supervise and guide SIG school principals in the implementation of the Transformation Model at their school site.	\$0.00
15	G1.B1.S1.A22	Complete FDOE Staff Information Database, Survey 2, demonstrating that the principal of record changed after the 2011-2012 school year.	\$0.00
16	G1.B1.S1.A23	Upload organization chart demonstrating that the principal reports directly to the turnaround lead.	\$0.00
17	G1.B1.S1.A24	Communicate with school leadership guidance and definition of "operational flexibility"	\$0.00
18	G1.B1.S1.A25	Provide guidance to schools on sustaining improvements after SIG	\$0.00
19	G1.B1.S1.A26	Negotiate with union, CCEA, and develop Memorandum of Understanding to set criteria for which teachers will be rewarded for performance or provided professional development during 2015-2016 school year	\$0.00
20	G1.B1.S1.A27	Provide professional development on implementation of MTSS	\$0.00
21	G1.B1.S1.A28	Provide professional development on use of curriculum and materials for standards based instruction	\$0.00
22	G1.B1.S1.A29	Provide staff development on differentiated instruction	\$0.00
23	G1.B1.S1.A3	Provide substitutes to cover 6 days of collaborative planning for all instructional staff.	\$0.00
24	G1.B1.S1.A30	Submit allocation for supplemental resource teacher at school	\$0.00
25	G1.B1.S1.A31	Hire supplemental resource teacher academic coach	\$0.00

26	G1.B1.S1.A4	Contract with Professional Consultant Stephen Peters to provide staff development on school cultural development	\$0.00
27	G1.B1.S1.A5	Follow District School Board consultant and contract review/approval procedures prior to implementation of Stephen Peters contract	\$0.00
28	G1.B1.S1.A6	Contract with Professional Consultant Kagan for staff development training.	\$0.00
29	G1.B1.S1.A7	Follow District School Board consultant and contract review/approval procedures prior to implementation of Kagan contract	\$0.00
30	G1.B1.S1.A8	Provide technical assistance on monitoring student performance and providing interventions using MTSS system.	\$0.00
31	G1.B1.S1.A9	Provide staff with performance rewards for increased student achievement (REAP). Reward for Excellence in Academic Performance).	\$0.00
32	G1.B2.S1.A1	Develop a schedule to extend the school day by 30 minutes 3 days per week to provide focused reading instruction and interventions (Total 72 hours per year) This is covered by L300 in year one and will include 90 hours.	\$0.00
33	G1.B2.S1.A10	Provide students with standards based field trips to support curriculum with experiential learning	\$0.00
34	G1.B2.S1.A11	Provide After School Academy Program to targeted students	\$0.00
35	G1.B2.S1.A12	Provide STEM Focused Enrichment Academy (EnStem) to all students, including 8 hours for parents to join.	\$0.00
36	G1.B2.S1.A13	Offer Parent Academies to engage parents in the school and their children's' education	\$0.00
37	G1.B2.S1.A14	Provide review and guidance on budget expenditures	\$0.00
38	G1.B2.S1.A15	Provide guidance and assistance with allocation process and contract proposals	\$0.00
39	G1.B2.S1.A16	Provide guidance on completion of staff time sheets and pay memos for after school and summer programs	\$0.00
40	G1.B2.S1.A17	Coordinate SIG funds to align initiatives with district and other federal program initiatives.	\$0.00
41	G1.B2.S1.A18	Coordinate extended learning time curriculum and initiatives with regular school day and school improvement planning process	\$0.00
42	G1.B2.S1.A19	Supervision and guidance to SIG school principals in the implementation of the Transformation Model at their school site.	\$0.00
43	G1.B2.S1.A2	Negotiate with union to create a Memorandum of Understanding to include additional contract hours for extended school day for teachers- L300 year 1	\$0.00
44	G1.B2.S1.A20	Negotiate with union, CCEA, to ensure the Collective Bargaining Agreement describes the strategies the LEA will use to recruit, place and retain staff with skills needed for the SIG-targeted schools	\$0.00
45	G1.B2.S1.A21	Submit allocation for Parent Involvement Assistant at school	\$0.00
46	G1.B2.S1.A22	Hire Parent Involvement Assistant	\$0.00
47	G1.B2.S1.A23	Provide Parental Involvement Events at School	\$0.00
48	G1.B2.S1.A3	Inform parents of extended school day schedule	\$0.00

49	G1.B2.S1.A4	Develop a schedule to extend the school year by three days -	\$0.00
50	G1.B2.S1.A5	Inform Parents of the three day school year extension. Year 2 and 3	\$0.00
51	G1.B2.S1.A6	Provide extended school year during summer months	\$0.00
52	G1.B2.S1.A7	Notify parents of extended year summer program	\$0.00
53	G1.B2.S1.A8	Create allocation and hire staff for extended year curriculum writing	\$0.00
54	G1.B2.S1.A9	Provide extended year staff with PD training for extended year summer program	\$0.00
55	G2.B1.S1.A1	Engage WIN (What I Need) time focused on students requiring Tier 2 services.	\$0.00
56	G2.B1.S1.A2	Evaluate Behavior Student Success Plans	\$0.00
57	G2.B1.S1.A3	Implement Tier 3 services for students requiring more intensive levels of support.	\$0.00
58	G2.B1.S2.A1	Facilitate collaborative planning processes.	\$0.00
59	G2.B1.S2.A2	Analyze formative assessment through coach facilitated PLC's structure.	\$0.00
60	G2.B1.S2.A3	Train and implement the high-yield strategy of recording and representing knowledge.	\$0.00
61	G2.B1.S2.A4	Increase the focus on a systematic approach towards implementing the targeted differentiated instruction.	\$0.00
62	G2.B1.S2.A5	Federally funded positions and funds will be used to support student achievement in all content areas.	\$0.00
63	G3.B1.S1.A1	Assign a family liaison to communicate in English, Creole, and Spanish to reach all parents.	\$0.00
64	G3.B1.S1.A2	Designate a parental/family room to conduct parent events and meetings to support their children's needs.	\$0.00
65	G3.B1.S1.A3	Professional development for faculty and staff about cultural and social awareness.	\$0.00
66	G3.B1.S1.A4	Offer a flexible number of meetings (times and dates) to allow for more parental input.	\$0.00
67	G3.B1.S1.A5	Provide parents information about the Title I program.	\$0.00
68	G3.B1.S1.A6	Provide opportunities for parents to communicate with administration, instructional staff, and non-instructional staff in a family-friendly atmosphere	\$0.00
69	G3.B1.S1.A7	Collaborate with parents, community members, local organizations, and businesses that can help strengthen home-school communication.	\$0.00
Total:			\$0.00