Parkwood Heights Elementary School

2016-17 Schoolwide Improvement Plan

Parkwood Heights Elementary School

1709 LANSDOWNE DR, Jacksonville, FL 32211

http://www.duvalschools.org/parkwood

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 KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Parkwood Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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

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.

The staff at Parkwood Heights "go the extra mile" to meet the social and emotional needs of our students and their families. Sometimes, this includes relying on the partnership with Full Service Schools.
A significant social-emotional gain was made with the full implementation of student uniforms. It is rare for students to come to school without their full uniform, but the school has developed and implements a process to ensure that the student can receive appropriate clothing and get back to their classroom. Having students in uniform has further supported the community feeling at Parkwood Heights, eliminating traditional social-economical differences.
Mentoring and counseling is also a common practice at Parkwood Heights, even by the principal. He learns his students, usually by name and keeps his finger on the pulse of the school through the relationships he builds. Relationships are developed through tutoring, special lunches together, encouragement, and guidance. He serves as a mentor to the students, but also as a role model for other adults at Parkwood Heights. He teaches through example how teachers can (and do) become involved in the lives of their students, ensuring that the social-emotional needs of students are met.

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.

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

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	1	2	1	2	2	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	1	4	3	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	2	1	3	4	3	1	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	11	18	25	0	0	0	0	0	0	0	54

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	1	3	3	1	0	0	0	0	0	0	0	8

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

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

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/311888.

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.

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

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
Price, Ashton	Principal
Clark, Amy	Instructional Coach
Neil, Kelly	Teacher, K-12
Sapp, Demetrice	School Counselor
Burney, Raleigh	Instructional Coach
Bolden, Contrina	Assistant Principal
Anderson, Teia	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.

Parkwood Height's Leadership Team meets monthly to discuss and address the on-going concerns of struggling students. Grade levels meet weekly to discuss and implement coordination of students between classrooms needing greater academic assistance and bring their concerns
and needs to the leadership Team. Once next steps are developed they are then brought to the shared decision making team to discuss and share. then once all barriers have been removed the next steps are implemented.
Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.
Contrina Isidore-Woods, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.
Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading.
Raleigh Burney- Math Coach- Responsible for aspects of math and helps coaching of best practices in the area of mathematics.
Teia Anderson- Math Coach- Responsible for aspects of math and helps coaching of best practices in the area of mathematics.
Demetrice Sapp, School Counselor- Leads the social and emotional development aspects of student development.
Kelly Neil, Lead Science Teacher- Helps up develop next steps and look fors regarding our Science programs.

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.

Parkwood Heights Collaborative Problem Solving Team (CPST) meets routinely, once monthly, to assess district and state assessments and/or to hear teacher concerns regarding individual student academic growth. All students are given Tier 1 Core Instruction. Those students struggling are identified by the CPST and the Gen Ed teacher and the area(s) of concern are addressed by a Tier 2 Intervention Plan, providing the student a small group setting meeting at least 3 times a week for remediation in the area of concern. Specific
Tier 2 Interventions have been identified for use in Reading/ELA, Math, and Science. Should the student continue to struggle and fails to catch up with his classmates, ie. fails to "close the gap" in a timely manner, the Gen Ed teacher, the CPST and parent meet to address a more intensified Tier 3 Intervention, which involves meeting daily and in an even smaller group size. Should these efforts fail

to move the student into the academic range of his peers in an appropriate and timely manner, then the CPST will refer the student to the Multi Resource Disciplinary Team involving district and school personnel to assess and determine eligibility for Exceptional Student Services (ESE). Should eligibility be determined, these students will be provided with continuing academic or emotional/ behavioral support provided by our schools ESE resource teachers, driven by data with goals and objectives set forth on the student's Individual Educational Plan (ESE). Resource allocation for funding and staffing of ESE resource teachers is determined by the number of ESE students at our school as well as the number of Tier 3 students needing support. Resource allocation and teacher support systems also involve FOCUS, Inform, IM, Mid Scrimmage, DAR, I Ready, FSA scores and classroom assessments, as well as district and school workshops and information dispersion on the RTI model.

Services provided with the use of these funds ensure that we have smaller classroom sizes and additional resources for teachers in subjected areas with noted concerns. They are also used to fund our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/ Professional Development. We also fund at least one paraprofessional position that assist teachers in the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.
SAI funds will be used to retain the services of teachers to assist level one and two students in grades 3rd- 5th Monday -Thursday.
Violence Prevention Programs
CHAMPS is implemented in every classroom throughout Parkwood Heights Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity. We are also planning to utilize the Second Step Program in grades KG – 3rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ashton Price	Principal
John Brennan	Teacher
Donna Poole	Education Support Employee
Iva Smith	Business/Community
Wendy Davis	Parent
Carmen Torres	Parent
Deanna Slaughter	Parent

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

b. Development of this school improvement plan

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

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

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

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

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

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
Price, Ashton	Principal
	Assistant Principal
Clark, Amy	Instructional Coach
Sapp, Demetrice	School Counselor
Palmer, Latoyia	Teacher, K-12
Booker, Cheryl	Teacher, K-12
Cuartas, Verna	Teacher, K-12
Bates, Teresa	Teacher, K-12
Bolden, Contrina	Assistant Principal

b. Duties

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

The LLT meets bi-weekly to discuss data, student work, and needed professional development. As well
as develops activities that engages the whole family in reading.The LLT will also look at the student achievement for individual students to determine next steps for instruction.

Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.
Contrina Woods-Isidore, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.
Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading. In addition the Reading Coach assists in developing next steps for students.
Demetrice Sapp, guidance- Leads the social and emotional development aspects of student development. The guidance counselor also helps the LLT remove barriers to the child success.

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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.

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

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.

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

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: Extended School Day
Minutes added to school year: 3,500

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

Strategy Rationale

The computer based program will differentiate instruction based on student need. In addition the student may also receive instruction for the teacher in small groups. The additional time on tasks may be necessary for some students to achieve mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Price, Ashton, pricea@duvalschools.org

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

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

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. § 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.

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

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.

NA

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

NA

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

NA

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

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.

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 teachers and coaches disaggregate data regularly to plan for instruction across the core subject areas, then student achievement will increase in all subgroups.

G2.   If teachers receive professional development related to small group instruction they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for academic growth of all students in all areas.

G3.   If all teachers and staff implement Positive Behavior Interventions and Support, Parkwood Heights Elementary should reduce the number of student disciplinary referrals written.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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 teachers and coaches disaggregate data regularly to plan for instruction across the core subject areas, then student achievement will increase in all subgroups. `1a`

🔑 G086419

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	56.0
FSA Mathematics Achievement	51.0
FSAA Science Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge of progress monitoring utilizing formal and informal assessments.

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

- District specialists, instructional coaches, module assessments, and data analysis

Plan to Monitor Progress Toward G1. `8`

Teachers and instructional coaches will monitor data.

Person Responsible

Contrina Bolden

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Weekly reports from blended learning, data monitoring of module assessments and formal assessments

G2. If teachers receive professional development related to small group instruction they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for academic growth of all students in all areas. 1a

🔑 G086420

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
FSA ELA Achievement	56.0
FSA Mathematics Achievement	51.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Differentiating instruction through enrichment activities, project based activities, and performance tasks during center rotations. Teachers will also utilize Teachers Toolbox from I-ready, Achieve 3000 and weekly common planning to differentiate data.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Ashton Price

Schedule

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

Evidence of Completion

Student data from curriculum guide assessments and classroom assessments

G3. If all teachers and staff implement Positive Behavior Interventions and Support, Parkwood Heights Elementary should reduce the number of student disciplinary referrals written. `1a`

🔍 G086421

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	4.0

Targeted Barriers to Achieving the Goal `3`

- Limited training related to positive behavioral interventions.

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

- District support for positive behavioral intervention training.
-

Plan to Monitor Progress Toward G3. `8`

Teachers implement our PBIS plan with fidelity.

Person Responsible
Ashton Price

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

Evidence of Completion
Documentation of activities implemented and monitoring of disciplinary referrals.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers and coaches disaggregate data regularly to plan for instruction across the core subject areas, then student achievement will increase in all subgroups. `1`

🔑 G086419

G1.B1 Limited knowledge of progress monitoring utilizing formal and informal assessments. `2`

🔑 B229651

G1.B1.S1 Teachers will collect informal and formal data to progress monitor student achievement. `4`

🔑 S242299

Strategy Rationale

Teachers will meet with instructional support personnel to review data to drive instruction and increase student achievement.

Action Step 1 `5`

Teachers will monitor data using blended learning, informal and formal assessments.

Person Responsible

Contrina Bolden

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

IREADY, Achieve 3000, module assessments, standard mastery

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

Instructional support will monitor weekly reports.

Person Responsible

Contrina Bolden

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Weekly reports from blended learning, data monitoring of module assessments and formal assessments.

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

Instructional coaches and teachers will monitor data weekly.

Person Responsible

Contrina Bolden

Schedule

Weekly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Weekly reports from blended learning, data monitoring of module assessments and formal assessments

G2. If teachers receive professional development related to small group instruction they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for academic growth of all students in all areas. 1

🔑 G086420

G2.B1 Identifying appropriate resources that will meet the content limitations as well as Florida State Standards. 2

🔑 B229652

G2.B1.S1 Through weekly common planning teachers will identify appropriate resources to match student needs. Teachers and coaches will review vetted resources to differentiate and extend student learning experience. They will also create resources that will meet the content limitations and Florida standards. 4

🔑 S242300

Strategy Rationale

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

Action Step 1 5

Explore resources and select appropriate materials for students.

Person Responsible

Ashton Price

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Ongoing

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

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

Person Responsible

Ashton Price

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Ashton Price

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Student work, student assessment data, and data chats

G3. If all teachers and staff implement Positive Behavior Interventions and Support, Parkwood Heights Elementary should reduce the number of student disciplinary referrals written. `1`

🔑 G086421

G3.B1 Limited training related to positive behavioral interventions. `2`

🔑 B229653

G3.B1.S1 Support teachers by having a monthly briefing of positive behavioral support. `4`

🔑 S242301

Strategy Rationale

The implementation of a positive behavior plan will decrease the number of referrals and improve the school culture.

Action Step 1 `5`

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

Person Responsible

Contrina Bolden

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and monthly data review

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

Implementation of the Positive Behavior Plan and Strategies

Person Responsible

Contrina Bolden

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Discipline referral records

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

Implementation review of the school wide behavioral plan

### Person Responsible

Ashton Price

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Behavioral data

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					
G2.MA1 M323747	Student data will be analyzed on a regular basis to determine the progression made towards meeting...	Price, Ashton	10/1/2015	Student data from curriculum guide assessments and classroom assessments	6/3/2016 monthly
G3.MA1 M323750	Teachers implement our PBIS plan with fidelity.	Price, Ashton	8/24/2015	Documentation of activities implemented and monitoring of disciplinary referrals.	6/8/2016 monthly
G1.B1.S1.MA1 M323742	Instructional coaches and teachers will monitor data weekly.	Bolden, Contrina	9/26/2016	Weekly reports from blended learning, data monitoring of module assessments and formal assessments	9/26/2016 weekly
G1.MA1 M323744	Teachers and instructional coaches will monitor data.	Bolden, Contrina	9/26/2016	Weekly reports from blended learning, data monitoring of module assessments and formal assessments	6/2/2017 weekly
G1.B1.S1.MA1 M323743	Instructional support will monitor weekly reports.	Bolden, Contrina	9/26/2016	Weekly reports from blended learning, data monitoring of module assessments and formal assessments.	6/2/2017 weekly
G1.B1.S1.A1 A313611	Teachers will monitor data using blended learning, informal and formal assessments.	Bolden, Contrina	9/26/2016	IREADY, Achieve 3000, module assessments, standard mastery	6/2/2017 weekly
G2.B1.S1.MA1 M323745	The strategy will be monitored for effectiveness via class observation, student work, and student...	Price, Ashton	9/26/2016	Student work, student assessment data, and data chats	6/2/2017 weekly
G2.B1.S1.MA1 M323746	This strategy will be monitored during classroom instruction and center rotation.	Price, Ashton	9/26/2016	Student work, journals, assessment data, and focus walks/observations.	6/2/2017 weekly
G2.B1.S1.A1 A313612	Explore resources and select appropriate materials for students.	Price, Ashton	9/26/2016	Ongoing	6/2/2017 weekly
G3.B1.S1.MA1 M323748	Implementation review of the school wide behavioral plan	Price, Ashton	9/26/2016	Behavioral data	6/2/2017 quarterly
G3.B1.S1.MA1 M323749	Implementation of the Positive Behavior Plan and Strategies	Bolden, Contrina	9/26/2016	Discipline referral records	6/2/2017 quarterly
G3.B1.S1.A1 A313613	Evaluate the ideas presented by individuals and group, then begin to plan for the implementation...	Bolden, Contrina	9/26/2016	Sign in sheets and monthly data review	6/2/2017 quarterly

V. Professional Development Opportunities

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

G2. If teachers receive professional development related to small group instruction they will be able to create center rotations and teacher guided activities that will allow our students to have the correct interventions necessary for academic growth of all students in all areas.

G2.B1 Identifying appropriate resources that will meet the content limitations as well as Florida State Standards.

G2.B1.S1 Through weekly common planning teachers will identify appropriate resources to match student needs. Teachers and coaches will review vetted resources to differentiate and extend student learning experience. They will also create resources that will meet the content limitations and Florida standards.

PD Opportunity 1

Explore resources and select appropriate materials for students.

Facilitator

Raleigh Burney, Teia Anderson & Amy Clark

Participants

Core Teachers

Schedule

Weekly, from 9/26/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will monitor data using blended learning, informal and formal assessments.	$0.00
2	G2.B1.S1.A1	Explore resources and select appropriate materials for students.	$0.00
3	G3.B1.S1.A1	Evaluate the ideas presented by individuals and group, then begin to plan for the implementation of accessible activities.	$0.00
		Total:	$0.00