

Parkway Elementary School

7000 NW SELVITZ RD, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/pkw/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	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 is pending approval by the St. Lucie County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	42
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Parkway Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Parkway Elementary School is to instill the treasures of knowledge, citizenship, and self-esteem in all students. The Parkway family will provide engaging instruction in a safe and caring environment while fostering success and creating lifelong learners.

b. Provide the school's vision statement.

Our Vision at Parkway Elementary, in partnership with parents and community members, is to become a culture of lifelong learners that master challenging content, exceed state standards, and apply critical, independent thinking skills.

2. School Environment

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

We are a Kids at Hope school. As such our teachers are trained that building relationships with students is paramount to our mission. Without strong relationships students will not take educational risks that are needed to grow academically. Teachers spend the first two weeks of school building classrooms that support students by reviewing rules, routines and procedures. Last year we introduced The Leader in Me by Steven Covey. We will continue to emphasize developing students' leadership skills so they can be more independent learners.

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

We are a PBIS school. Our teachers are trained to implement the Positive Behavior Interventions and Supports into their classrooms and daily instruction so that a safe and respectful environment exists. By acknowledging students who are following our expectations in various locations students know what we value.

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.

As previously stated we are a Kids at Hope and PBIS school. The philosophies of both act as our Core Behavioral instruction and program. When students are not meeting our expectations or require more than what is provided at Tier I, we have strategies for Tier II and III in place. Tier II includes small group social skills programs (Second Step, and social skills programs). Tier III includes CICO (Check In Check Out), FBA (Functional Behavior Assessments) and BIP (Behavior Intervention Plans). The teachers respond to students positively as a first intervention and when further support is required they track data through BIR (Behavioral Incident Reports) and Office Managed Referrals. During our Problem Solving Team Meetings we discuss whole school and individual responses to intervention and make adjustments as needed.

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.

We provide social skills groups to students struggling with social-emotional needs. These include Second Step and High Hopes programs. Our guidance counselor also provides support and interventions for students who are frequently absent from school. When needed, she provides individual counseling for students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

NA

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	12	14	18	5	10	0	0	0	0	0	0	0	0	59
One or more suspensions	0	3	3	2	3	0	0	0	0	0	0	0	0	11
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	38	18	34	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	15	15	18	0	0	0	0	0	0	0	49

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

Students exhibiting early warning indicators are supported with a variety of interventions. For Tier II academics we provide 30 minutes of daily instructional remediation. These are provided in groups of eight or less. If a student is not responding to Tier II we implement Tier III. We have a Tier III reading interventionist who provides a prescribed intervention based on student need. These are in groups of 3 or less. For students showing behavioral indicators we use CICO, social skills training, and mentorships as interventions. Students not responding to these Tier II strategies are referred to the PTR- Prevent Teach Reinforce- process through the Pupil Study Team. Students who are habitually truant are enrolled in an Attendance Group as a Tier II intervention. If they do not respond to this we proceed to using the district truancy court as a Tier III. We then follow the directions of the magistrate.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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.

Our school reaches out to businesses in the community to support our school. We coordinate Parent/Teacher nights with businesses so that parents have the opportunity to learn more about community resources and so that businesses share how they can support school programs. We have a relationship with a church in our community that provides us with over 20 volunteers in our classrooms. They have supported our children by providing books during vacation and endless hours of reading support in classrooms. We partner with a local non-profit organization- Give Back2Kids. They recognize an outstanding student each month and at the end of the year they recognize our Outstanding Student of the Year. Also, through local businesses we receive incentives for our students to recognize their academic and social/emotional achievement. They also sponsor school nights that bring our families together and support us financially.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Wilkins, Carolyn	Principal
Duane, Christine	Teacher, K-12
Price, Valerie	Instructional Coach
Casper, Mark	Instructional Technology
Thoman, Laura	Teacher, K-12
Bailey, Sharon	

b. Duties

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

Sharon Bailey, Assistant Principal, serves as an instructional leader and problem solver. She provides professional development as needed to support the school improvement goals. Coaches (Valerie Price, Christine Duane) serve as instructional support to classroom teachers. They manage classroom resources, and provide monitoring and feedback of instructional delivery. Coaches also serve on the school leadership team.

Mark Casper is our Technology/Media Specialist. He works directly with students and assists them in choosing books within their instructional levels. He monitors our Reading Counts & Sunshine State Readers programs. Both of these programs support independent reading.

Laura Thoman is our Reading Interventionist. She works directly with students who are in Tier III as well as sharing reading strategies with teachers.

Grade level team leaders act as liaisons between administration and classroom teachers. They aid in data collection for their grade level, analysis, and decision making.

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 district provides aligned curriculum resources, instructional personnel as factored by state formula, and support personnel as required by student need. Title I and local funds are provided by the district. Administration is responsible for inventory, meeting with district curriculum and Title I departments to ensure complete and proper implementation in compliance with the law to ensure highest impact on student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carolyn Wilkins	Principal
Helen Keefer	Teacher
Sharon Bailey	Education Support Employee
Isabelle Briad	Teacher
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Upon convening the current school year's SAC, previous year's SIP will be evaluated for successes and areas of improvement.

b. Development of this school improvement plan

At this meeting, SAC will review the new plan, provide additional suggestions and vote on the implementation of the plan. At this time, leadership team will provide guidance on the process of developing the plan as a fluid guide to school improvement.

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

Administration and leadership team provides guidance in the preparation of the school's annual budget plan and make adjustments as needed to ensure quality instruction. The budget is presented to SAC for approval.

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

Last year the school improvement funds were used to sponsor a Maker Space initiative. 100% of the funds were used for this purpose

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
Duane, Christine	Instructional Coach
Price, Valerie	Instructional Coach
Casper, Mark	Instructional Media
Thoman, Laura	Teacher, K-12
Bailey, Sharon	

b. Duties

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

The literacy team will work closely to ensure that increased literacy is at the forefront of our work. This team will coordinate parent events- like BINGO for books, family reading night, etc. They will also support the inclusion of literacy across the content areas. They will act as a liaison to the Principal when materials and training are needed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are provided with 45 minutes of common planning time daily. During this time the coaches are available to support collaborative planning. All teachers have been trained in the district supported collaborative planning process. Additionally, all teachers have been trained in using the St. Lucie County Framework of Quality Instruction and Learning which includes a component (Domain 2) for collaborative planning and a component (Domain 3) for reflection on teaching.

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

Highly qualified teachers are a priority for us. As we endeavor to improve instructional delivery we know the most important factor is the quality instruction provided to students. Resumes are reviewed carefully when filling a vacancy. Every effort is made to higher teachers who will provide excellent instruction in their classroom and contribute to the overall school growth. Teachers are given many opportunities to

participate in professional development throughout the year. At the end of the year retention is an important consideration. Adjustments to teaching assignments are made whenever needed so that the best teachers can be retained at our school.

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

Our district provides a mentoring program called SHINE. New teachers are paired with teachers in their grade levels or in like subject areas. The mentoring programs includes side-by-side completion of tasks to support the new teachers as well as monthly meetings at the school site. The district also provides district-wide meetings to support teachers depending on their current needs for support.

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.

Parkway Elementary provides standards-based Instruction. With that said, all materials used in classrooms must align with the rigorous requirements of the Florida Standards. Materials selected by the district go through a review process, and those at the school are measured by the coaches and administrators. Lexile levels are assessed, alignment to Depth of Knowledge in questioning, and content limits are critical areas monitored.

Through classroom observations, the administrators monitor alignment of instructional delivery to the 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.

Parkway uses data to inform decisions in the classroom. Teachers keep data binders which contain historical and current data on students. When grouping students in the classroom they refer to their current data to determine which students need which levels of support. Teachers use Small Group Differentiated Instruction in their Reading, Math and Writing blocks. Teachers have access to a variety of levels of books to use to target specific skill in small group reading. They also have access to needed math materials so that instruction can be scaffolded. We use Write From the Beginning as our core writing program. There are rubrics used to monitor levels of mastery and mini-lessons to use with small groups when students struggle.

Students use their own student data binders to track their progress. They graph their data in writing, reading and math. Students also monitor their progress toward individual goals. Attendance is recorded daily in their binders. The students will participate in Student-led conferences twice a year using the data they've collected.

We also use a structure of MTSS (Multi-Tiered Systems of Supports) for students needed more intervention than can be provided during the classroom blocks.

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: 3,000

Students will have access to the 21st Century Program. This program provides extended day 5 days a week to students. Students will have homework help, enrichment activities, and i-Ready access during this time.

Strategy Rationale

Students who are struggling and need re-teaching will be able to have this as an opportunity for individually designed instruction. The enrichment activities will be motivational for participation in the academic support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duane, Christine, christine.duane@stlucieschools.org

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

We will use the data from i-Ready as well as attendance data to monitor our effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Parkway has a VPK program that supports transitioning Kindergarten students. For students leaving Parkway to middle school the guidance counselors coordinate transition meetings.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 we increase students' writing proficiency we will increase their overall reading achievement., as assessed by the FSA ELA scores.
- G2.** If we build a culture based on leadership with high expectations, focused on working effectively with colleagues, families and community, then we will increase student achievement..
- G3.** If we provide instruction in STEM (Science, Technology, Engineering and Math) then students will learn problem solving strategies and we will increase student achievement in Science and Math.

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 increase students' writing proficiency we will increase their overall reading achievement., as assessed by the FSA ELA scores. 1a

G096327

Targets Supported 1b

Indicator	Annual Target
Writing Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of writing scoring procedures
- Teacher scoring is not aligned with state rubric.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Write from the Beginning and Beyond
- State writing rubrics

Plan to Monitor Progress Toward G1. 8

Student writing data will be collected four times a year and monitored for increase in student usage of conventions.

Person Responsible

Carolyn Wilkins

Schedule

Quarterly, from 9/8/2017 to 2/28/2018

Evidence of Completion

An excel file will be used to monitor student writing data.

G2. If we build a culture based on leadership with high expectations, focused on working effectively with colleagues, families and community, then we will increase student achievement.. 1a

G096328

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase teachers' skills in identifying students who need additional supports.
- Teachers not transferring responsibility of learning to students and developing independent learners
- There is limited parental involvement in school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Purchase of Leader in Me, Daily 5, CHAMPS, and Kagan books for teachers.
- Professional development opportunities for Leader in Me, Daily 5, and CHAMPS.
- Use of social media
- LLI and Running Records (BAS)

Plan to Monitor Progress Toward G2. 8

All teachers will be provided with a data tracking tool.

Person Responsible

Valerie Price

Schedule

On 8/28/2017

Evidence of Completion

EXCEL file

Plan to Monitor Progress Toward G2. 8

Teachers will enter data on the tool

Person Responsible

Valerie Price

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Coaches will record the percent of teachers entering their data when expected.

Plan to Monitor Progress Toward G2. 8

Teachers will analyze their data and identify students in need of additional support..

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

100% of the teachers will monitor their data and provide interventions when students are not meeting mastery.

Plan to Monitor Progress Toward G2. 8

Teachers will monitor student use of Student Data Binders

Person Responsible

Christine Duane

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student Data Binders

Plan to Monitor Progress Toward G2. 8

Teachers will track parental involvement on the excel file.

Person Responsible

Carolyn Wilkins

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Pictures, attendance at events, and data from the excel sheet will be monitored

G3. If we provide instruction in STEM (Science, Technology, Engineering and Math) then students will learn problem solving strategies and we will increase student achievement in Science and Math. 1a

G096329

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- There is a need to increase teachers' knowledge and understanding of teaching problem solving.
- There is a need to increase teachers' knowledge and understanding of STE@M instruction
- time to include collaboration, communication, creative thinking and critical thinking into the day

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMs, Florida State Assessment Site, Test Item Specs, Florida Standards, ISC, Pacing Guides, Thinking Maps, Think Central, calendar math, Go Math, Fusion, STEM kits, district science specialists

Plan to Monitor Progress Toward G3. 8

100% of the teachers deliver STEM lessons on Early Release days.

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Classroom walk-through data, observations

Plan to Monitor Progress Toward G3. 8

Unit Assessment data will be analyzed

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Unit Assessment data

Plan to Monitor Progress Toward G3. 8

5th Grade science teacher will present engaging science lessons during the one hour science class daily

Person Responsible

Carolyn Wilkins

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom observation checklist, student data

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 we increase students' writing proficiency we will increase their overall reading achievement., as assessed by the FSA ELA scores. 1

G096327

G1.B1 Teacher understanding of writing scoring procedures 2

B259197

G1.B1.S1 All teachers, grades 1-5, will be retrained in scoring student writing. 4

S274501

Strategy Rationale

When all teachers understand how to score student writing in alignment with state scoring, we will be able to provide actionable feedback to students.

Action Step 1 5

Teachers will learn the affects of 0 and 1 scores on overall student ELA scores.

Person Responsible

Carolyn Wilkins

Schedule

On 8/25/2017

Evidence of Completion

Sign in sheets for team meetings

Action Step 2 5

Teachers will help identify the areas of conventions lacking in student writing.

Person Responsible

Carolyn Wilkins

Schedule

On 8/25/2017

Evidence of Completion

Picture of the brainstorm list

Action Step 3 5

Teachers will read a script, grades 1-5, prior to all writing tasks, that direct students to include all conventions in their writing.

Person Responsible

Carolyn Wilkins

Schedule

On 5/31/2018

Evidence of Completion

Classroom walk through notes & Script

Action Step 4 5

Teachers, coaches and administrators will monitor student use of conventions in writing.

Person Responsible

Christine Duane

Schedule

Every 3 Weeks, from 9/15/2017 to 5/31/2018

Evidence of Completion

Conventions check list

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

Every three weeks we will monitor student writing for conventions only.

Person Responsible

Christine Duane

Schedule

Every 3 Weeks, from 9/8/2017 to 5/31/2018

Evidence of Completion

Check lists, student use convention data

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

Coaches and administrators will monitor for implementation of the script prior to writing and the feedback provided to students.

Person Responsible

Sharon Bailey

Schedule

Biweekly, from 9/8/2017 to 5/31/2018

Evidence of Completion

Administrators and coaches will have checklists to shop monitoring for implementation of the interventions.

G1.B2 Teacher scoring is not aligned with state rubric. 2

 B259198

G1.B2.S1 Teachers will receive training on state writing scoring. 4

 S274502

Strategy Rationale

If teachers know what is being assessed by the state assessment they will be able to explicitly teach those skills and provide feedback for improvement.

Action Step 1 5

Teachers will attend training on state assessments scoring.

Person Responsible

Sharon Bailey

Schedule

On 9/20/2017

Evidence of Completion

Sign in sheets from PD

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

The assistant principal will lead efforts to monitor the implementation of the strategies taught in the training.

Person Responsible

Sharon Bailey

Schedule

Weekly, from 9/21/2017 to 2/23/2018

Evidence of Completion

Writing assessments will be conducted 4 times during the year. The data from these assessments, as well as other informal writing will be monitored.

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

During classroom observations, teachers will be observed using the strategies from the training.

Person Responsible

Sharon Bailey

Schedule

Biweekly, from 9/21/2017 to 2/23/2018

Evidence of Completion

Classroom observation notes will be evidence of this strategy.

G2. If we build a culture based on leadership with high expectations, focused on working effectively with colleagues, families and community, then we will increase student achievement.. 1

G096328

G2.B4 There is a need to increase teachers' skills in identifying students who need additional supports. 2

B259203

G2.B4.S1 Teachers will use proficiency levels to identify students not meeting mastery of the standards.

4

S274508

Strategy Rationale

When teachers know proficiency levels they will be able to identify those students who need reteaching.

Action Step 1 5

Teachers will enter data in the tracking tool within 2 days of the publication of results from an assessment.

Person Responsible

Christine Duane

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

data tracking tool

Action Step 2 5

Using the proficiency levels, teachers will identify students who need additional remediation and will plan for their remediation beginning immediately.

Person Responsible

Valerie Price

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

lesson plans for remediation lessons will identify students by name

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The coaches and administrators will monitor the lesson plans for remediation lessons.

Person Responsible

Carolyn Wilkins

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

We will use a data collection sheet to monitor which lesson plans have been checked and to verify students in those groups are the ones identified as struggling.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

By identifying the students in need of additional supports, we will monitor the learning gains of these students as they receive additional instruction.

Person Responsible

Carolyn Wilkins

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

i-Ready, Reading Counts, Running Records data will be collected

G2.B4.S2 Using their data tracking tool, teachers will report out which students are struggling to meet mastery in which standards. 4

S274509

Strategy Rationale

When teachers can name which students are struggling they can plan for their needs.

Action Step 1 5

All teachers will know how to use Performance Matters to pull their student data.

Person Responsible

Christine Duane

Schedule

On 9/8/2017

Evidence of Completion

Sign in sheet, student data files

Action Step 2 5

Teachers in all grades (k-5) will add their classroom data to the group EXCEL file which will compile a grade level data profile.

Person Responsible

Valerie Price

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

EXCEL worksheets

Action Step 3 5

After administering a unit assessment, grade levels will share their disaggregated data with the leadership team. The team will problem solve and plan for reteaching and additional scaffolding based on the data.

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, meeting notes, MTSS tracking sheets, data discussion sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Coaches will monitor the EXCEL files to be sure they are being completed by individual teachers

Person Responsible

Valerie Price

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Coaches log

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

The leadership team will monitor small group differentiated instruction after groups have been identified using the data collection tool.

Person Responsible

Carolyn Wilkins

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

We will use observational notes to document our classroom fidelity monitoring.

G2.B5 Teachers not transferring responsibility of learning to students and developing independent learners

2

 B259204

G2.B5.S1 Students will know their currently level of performance and will set goals for improvement toward mastery of goals. 4

 S274510

Strategy Rationale

When students can begin with the end in mind they will be proactive in taking responsibility for their learning.

Action Step 1 5

Provide teachers with ideas for ways to have students track their data.

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 8/8/2017 to 9/29/2017

Evidence of Completion

Students' data binders

Action Step 2 5

Provide support for all staff on the 7 Habits of Highly Effective People

Person Responsible

Carolyn Wilkins

Schedule

On 5/31/2018

Evidence of Completion

Staff newsletters

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administrators will review student data binders when observing in classrooms.

Person Responsible

Carolyn Wilkins

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data tracking sheet

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Twice a year students will share their data with caring adults during Student Led Conferences.

Person Responsible

Carolyn Wilkins

Schedule

Semiannually, from 10/19/2017 to 5/31/2018

Evidence of Completion

sign in sheets, pictures

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Student achievement scores on i-Ready will be monitored

Person Responsible

Christine Duane

Schedule

Triannually, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student growth reports

G2.B5.S2 Staff will introduce and actively teach the 7 Habits of Highly Effective People to students, using the strategies of The Leader in Me. 4

 S274511

Strategy Rationale

According to annual surveys, there was an identified need to increase students' social and emotional learning.

Action Step 1 5

Designate a Habit each month and focus on its intentional instruction.

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Weekly newsletters to staff will include information about the habits for teachers to use in instruction

G2.B6 There is limited parental involvement in school. **2**

 B259205

G2.B6.S1 The Parkway Treasure Program will be implemented by awarding points to students for parental participation. Students will earn a movie night, parents will receive 2 hours of a parent night out.

4

 S274512

Strategy Rationale

If parents are more involved in school programs and activities then they will be better equipped to support their children.

Action Step 1 **5**

The Parkway Treasure program will identify activities which count toward parental participation. When parents participate students get points, when 80% of the points have been earned, students will get a movie night and parents will get a parents' night out.

Person Responsible

Carolyn Wilkins

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

An excel sheet will be used to track parental attendance.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 **6**

The excel file will be monitored to be sure students are getting their points.

Person Responsible

Carolyn Wilkins

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

We will monitor the number of students eligible to participate and those who do.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

We will monitor student achievement data for the impact of parent involvement.

Person Responsible

Sharon Bailey

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

A comparison will be done on the student achievement vs attendance of parents at involvement opportunities.

G3. If we provide instruction in STEM (Science, Technology, Engineering and Math) then students will learn problem solving strategies and we will increase student achievement in Science and Math. 1

G096329

G3.B4 There is a need to increase teachers' knowledge and understanding of teaching problem solving. 2

B259209

G3.B4.S1 Plan for STEM on early release days for all grades. 4

S274516

Strategy Rationale

Giving time on early release days for science instruction will provide teachers specific time for inclusion of STEM

Action Step 1 5

Teachers will plan for hands on science instruction on all early release days.

Person Responsible

Christine Duane

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Lesson plans and Observations

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Completed lesson plans, observation check list

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Unit Assessments

Person Responsible

Christine Duane

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

student achievement on science assessments

G3.B4.S2 5th graders will have one hour of science instruction a day. 4

S274517

Strategy Rationale

Providing one hour a day for science instruction will provide students time to learn concepts in an in-depth structure.

Action Step 1 5

Schedule will include one hour of science for all 5th graders daily

Person Responsible

Carolyn Wilkins

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

schedule

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Lesson planning sessions with 5th grade science teacher

Person Responsible

Valerie Price

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Lesson plans will be delivered daily in 5th grade science classroom

Person Responsible

Carolyn Wilkins

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom walk through check list

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Science Unit Assessments

Person Responsible

Carolyn Wilkins

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student data from performance matters

G3.B6 time to include collaboration, communication, creative thinking and critical thinking into the day **2**

 B259211

G3.B6.S1 The media center will become a Maker Space. **4**

 S274519

Strategy Rationale

The design of a Maker Space will allow students to spend 25% of their resource time in an environment that allows for learning the 21st Century Skills of collaboration, communication, critical and creative thinking.

Action Step 1 **5**

Work to rearrange media space to allow for wide spaces for collaboration

Person Responsible

Mark Casper

Schedule

Daily, from 7/3/2017 to 8/4/2017

Evidence of Completion

The media center physical appearance will be evidence

Action Step 2 **5**

Re-purpose technology to support 21st century learning

Person Responsible

Mark Casper

Schedule

Daily, from 7/3/2017 to 8/4/2017

Evidence of Completion

an existing Smart Board, distance learning carts, lap tops, and other materials will be in the media space

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Lesson plans will be monitored for inclusion of the 21st Century skills

Person Responsible

Carolyn Wilkins

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Student science scores on Unit Assessments will be used as evidence of their increased ability to problem solve

Person Responsible

Valerie Price

Schedule

Every 3 Weeks, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student Unit Assessment scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B6.S1.A1 A368536	Work to rearrange media space to allow for wide spaces for collaboration	Casper, Mark	7/3/2017	The media center physical appearance will be evidence	8/4/2017 daily
G3.B6.S1.A2 A368537	Re-purpose technology to support 21st century learning	Casper, Mark	7/3/2017	an existing Smart Board, distance learning carts, lap tops, and other materials will be in the media space	8/4/2017 daily
G1.B1.S1.A1 A368503	Teachers will learn the affects of 0 and 1 scores on overall student ELA scores.	Wilkins, Carolyn	8/25/2017	Sign in sheets for team meetings	8/25/2017 one-time
G1.B1.S1.A2 A368504	Teachers will help identify the areas of conventions lacking in student writing.	Wilkins, Carolyn	8/25/2017	Picture of the brainstorm list	8/25/2017 one-time
G2.MA1 M396119	All teachers will be provided with a data tracking tool.	Price, Valerie	8/28/2017	EXCEL file	8/28/2017 one-time
G2.B4.S2.A1 A368519	All teachers will know how to use Performance Matters to pull their student data.	Duane, Christine	9/8/2017	Sign in sheet, student data files	9/8/2017 one-time
G1.B2.S1.A1 A368507	Teachers will attend training on state assessments scoring.	Bailey, Sharon	9/20/2017	Sign in sheets from PD	9/20/2017 one-time
G2.B5.S1.A1 A368522	Provide teachers with ideas for ways to have students track their data.	Wilkins, Carolyn	8/8/2017	Students' data binders	9/29/2017 monthly
G1.B2.S1.MA1 M396101	During classroom observations, teachers will be observed using the strategies from the training.	Bailey, Sharon	9/21/2017	Classroom observation notes will be evidence of this strategy.	2/23/2018 biweekly
G1.B2.S1.MA1 M396102	The assistant principal will lead efforts to monitor the implementation of the strategies taught in...	Bailey, Sharon	9/21/2017	Writing assessments will be conducted 4 times during the year. The data from these assessments, as well as other informal writing will be monitored.	2/23/2018 weekly
G1.MA1 M396103	Student writing data will be collected four times a year and monitored for increase in student...	Wilkins, Carolyn	9/8/2017	An excel file will be used to monitor student writing data.	2/28/2018 quarterly
G3.MA1 M396137	100% of the teachers deliver STEM lessons on Early Release days.	Wilkins, Carolyn	8/30/2017	Classroom walk-through data, observations	5/30/2018 monthly
G3.MA2 M396138	Unit Assessment data will be analyzed	Wilkins, Carolyn	9/5/2017	Unit Assessment data	5/30/2018 monthly
G3.B4.S1.A1 A368534	Teachers will plan for hands on science instruction on all early release days.	Duane, Christine	8/14/2017	Lesson plans and observations	5/30/2018 monthly
G2.MA2 M396120	Teachers will enter data on the tool	Price, Valerie	9/5/2017	Coaches will record the percent of teachers entering their data when expected.	5/31/2018 biweekly
G2.MA3 M396121	Teachers will analyze their data and identify students in need of additional support..	Wilkins, Carolyn	8/28/2017	100% of the teachers will monitor their data and provide interventions when students are not meeting mastery.	5/31/2018 monthly
G2.MA4 M396122	Teachers will monitor student use of Student Data Binders	Duane, Christine	8/21/2017	Student Data Binders	5/31/2018 weekly
G2.MA5 M396123	Teachers will track parental involvement on the excel file.	Wilkins, Carolyn	9/4/2017	Pictures, attendance at events, and data from the excel sheet will be monitored	5/31/2018 weekly
G3.MA3 M396139	5th Grade science teacher will present engaging science lessons during the one hour science class...	Wilkins, Carolyn	8/14/2017	Lesson plans, classroom observation checklist, student data	5/31/2018 daily

St. Lucie - 0311 - Parkway Elementary School - 2017-18 SIP
Parkway 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.MA1 M396099	Coaches and administrators will monitor for implementation of the script prior to writing and the...	Bailey, Sharon	9/8/2017	Administrators and coaches will have checklists to shop monitoring for implementation of the interventions.	5/31/2018 biweekly
G1.B1.S1.MA1 M396100	Every three weeks we will monitor student writing for conventions only.	Duane, Christine	9/8/2017	Check lists, student use convention data	5/31/2018 every-3-weeks
G1.B1.S1.A3 A368505	Teachers will read a script, grades 1-5, prior to all writing tasks, that direct students to...	Wilkins, Carolyn	9/1/2017	Classroom walk through notes & Script	5/31/2018 one-time
G1.B1.S1.A4 A368506	Teachers, coaches and administrators will monitor student use of conventions in writing.	Duane, Christine	9/15/2017	Conventions check list	5/31/2018 every-3-weeks
G2.B4.S1.MA1 M396110	By identifying the students in need of additional supports, we will monitor the learning gains of...	Wilkins, Carolyn	9/4/2017	i-Ready, Reading Counts, Running Records data will be collected	5/31/2018 biweekly
G2.B4.S1.MA1 M396111	The coaches and administrators will monitor the lesson plans for remediation lessons.	Wilkins, Carolyn	9/4/2017	We will use a data collection sheet to monitor which lesson plans have been checked and to verify students in those groups are the ones identified as struggling.	5/31/2018 weekly
G2.B4.S1.A1 A368517	Teachers will enter data in the tracking tool within 2 days of the publication of results from an...	Duane, Christine	8/14/2017	data tracking tool	5/31/2018 weekly
G2.B4.S1.A2 A368518	Using the proficiency levels, teachers will identify students who need additional remediation and...	Price, Valerie	8/14/2017	lesson plans for remediation lessons will identify students by name	5/31/2018 weekly
G2.B5.S1.MA1 M396114	Student achievement scores on i-Ready will be monitored	Duane, Christine	9/4/2017	Student growth reports	5/31/2018 triannually
G2.B5.S1.MA1 M396115	Administrators will review student data binders when observing in classrooms.	Wilkins, Carolyn	9/4/2017	Data tracking sheet	5/31/2018 weekly
G2.B5.S1.MA2 M396116	Twice a year students will share their data with caring adults during Student Led Conferences.	Wilkins, Carolyn	10/19/2017	sign in sheets, pictures	5/31/2018 semiannually
G2.B5.S1.A2 A368523	Provide support for all staff on the 7 Habits of Highly Effective People	Wilkins, Carolyn	9/4/2017	Staff newsletters	5/31/2018 one-time
G2.B6.S1.MA1 M396117	We will monitor student achievement data for the impact of parent involvement.	Bailey, Sharon	9/4/2017	A comparison will be done on the student achievement vs attendance of parents at involvement opportunities.	5/31/2018 monthly
G2.B6.S1.MA1 M396118	The excel file will be monitored to be sure students are getting their points.	Wilkins, Carolyn	8/10/2017	We will monitor the number of students eligible to participate and those who do.	5/31/2018 biweekly
G2.B6.S1.A1 A368525	The Parkway Treasure program will identify activities which count toward parental participation....	Wilkins, Carolyn	8/10/2017	An excel sheet will be used to track parental attendance.	5/31/2018 quarterly
G3.B4.S1.MA1 M396130	Unit Assessments	Duane, Christine	9/4/2017	student achievement on science assessments	5/31/2018 biweekly
G3.B4.S1.MA1 M396131	Lesson plans and Observations	Wilkins, Carolyn	9/4/2017	Completed lesson plans, observation check list	5/31/2018 monthly
G3.B6.S1.MA1 M396135	Student science scores on Unit Assessments will be used as evidence of their increased ability to...	Price, Valerie	8/31/2017	Student Unit Assessment scores	5/31/2018 every-3-weeks
G3.B6.S1.MA1 M396136	Lesson plans will be monitored for inclusion of the 21st Century skills	Wilkins, Carolyn	9/1/2017	Lesson Plans	5/31/2018 monthly
G2.B4.S2.MA1 M396112	The leadership team will monitor small group differentiated instruction after groups have been...	Wilkins, Carolyn	9/4/2017	We will use observational notes to document our classroom fidelity monitoring.	5/31/2018 weekly

St. Lucie - 0311 - Parkway Elementary School - 2017-18 SIP
Parkway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S2.MA1 M396113	Coaches will monitor the EXCEL files to be sure they are being completed by individual teachers	Price, Valerie	8/28/2017	Coaches log	5/31/2018 monthly
G2.B4.S2.A2 A368520	Teachers in all grades (k-5) will add their classroom data to the group EXCEL file which will...	Price, Valerie	8/14/2017	EXCEL worksheets	5/31/2018 monthly
G2.B4.S2.A3 A368521	After administering a unit assessment, grade levels will share their disaggregated data with the...	Wilkins, Carolyn	9/5/2017	Sign in sheets, meeting notes, MTSS tracking sheets, data discussion sheets	5/31/2018 monthly
G2.B5.S2.A1 A368524	Designate a Habit each month and focus on its intentional instruction.	Wilkins, Carolyn	8/21/2017	Weekly newsletters to staff will include information about the habits for teachers to use in instruction	5/31/2018 monthly
G3.B4.S2.MA1 M396132	Science Unit Assessments	Wilkins, Carolyn	9/4/2017	Student data from performance matters	5/31/2018 biweekly
G3.B4.S2.MA1 M396133	Lesson planning sessions with 5th grade science teacher	Price, Valerie	8/14/2017	Lesson plans	5/31/2018 weekly
G3.B4.S2.MA3 M396134	Lesson plans will be delivered daily in 5th grade science classroom	Wilkins, Carolyn	8/14/2017	Classroom walk through check list	5/31/2018 daily
G3.B4.S2.A1 A368535	Schedule will include one hour of science for all 5th graders daily	Wilkins, Carolyn	8/14/2017	schedule	5/31/2018 daily

V. Professional Development Opportunities

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

G1. If we increase students' writing proficiency we will increase their overall reading achievement., as assessed by the FSA ELA scores.

G1.B1 Teacher understanding of writing scoring procedures

G1.B1.S1 All teachers, grades 1-5, will be retrained in scoring student writing.

PD Opportunity 1

Teachers will learn the affects of 0 and 1 scores on overall student ELA scores.

Facilitator

Carolyn Wilkins

Participants

teachers

Schedule

On 8/25/2017

PD Opportunity 2

Teachers will read a script, grades 1-5, prior to all writing tasks, that direct students to include all conventions in their writing.

Facilitator

Carolyn Wilkins

Participants

teachers

Schedule

On 5/31/2018

G1.B2 Teacher scoring is not aligned with state rubric.

G1.B2.S1 Teachers will receive training on state writing scoring.

PD Opportunity 1

Teachers will attend training on state assessments scoring.

Facilitator

District trainers

Participants

New 4th grade teachers, new 5th writing teacher, new assistant principal

Schedule

On 9/20/2017

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 learn the affects of 0 and 1 scores on overall student ELA scores.	\$0.00
2	G1.B1.S1.A2	Teachers will help identify the areas of conventions lacking in student writing.	\$0.00
3	G1.B1.S1.A3	Teachers will read a script, grades 1-5, prior to all writing tasks, that direct students to include all conventions in their writing.	\$0.00
4	G1.B1.S1.A4	Teachers, coaches and administrators will monitor student use of conventions in writing.	\$0.00
5	G1.B2.S1.A1	Teachers will attend training on state assessments scoring.	\$0.00
6	G2.B4.S1.A1	Teachers will enter data in the tracking tool within 2 days of the publication of results from an assessment.	\$0.00
7	G2.B4.S1.A2	Using the proficiency levels, teachers will identify students who need additional remediation and will plan for their remediation beginning immediately.	\$0.00
8	G2.B4.S2.A1	All teachers will know how to use Performance Matters to pull their student data.	\$0.00
9	G2.B4.S2.A2	Teachers in all grades (k-5) will add their classroom data to the group EXCEL file which will compile a grade level data profile.	\$0.00
10	G2.B4.S2.A3	After administering a unit assessment, grade levels will share their disaggregated data with the leadership team. The team will problem solve and plan for reteaching and additional scaffolding based on the data.	\$0.00
11	G2.B5.S1.A1	Provide teachers with ideas for ways to have students track their data.	\$0.00
12	G2.B5.S1.A2	Provide support for all staff on the 7 Habits of Highly Effective People	\$0.00
13	G2.B5.S2.A1	Designate a Habit each month and focus on its intentional instruction.	\$0.00
14	G2.B6.S1.A1	The Parkway Treasure program will identify activities which count toward parental participation. When parents participate students get points, when 80% of the points have been earned, students will get a movie night and parents will get a parents' night out.	\$0.00
15	G3.B4.S1.A1	Teachers will plan for hands on science instruction on all early release days.	\$0.00
16	G3.B4.S2.A1	Schedule will include one hour of science for all 5th graders daily	\$0.00
17	G3.B6.S1.A1	Work to rearrange media space to allow for wide spaces for collaboration	\$0.00
18	G3.B6.S1.A2	Re-purpose technology to support 21st century learning	\$0.00
Total:			\$0.00