

Miami-Dade County Public Schools

Parkway Elementary School



2017-18 Schoolwide Improvement Plan

Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

<http://pwe.dadeschools.net/>

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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	D

**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 Dade 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>.

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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 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.

Through the use of technology and a comprehensive approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

b. Provide the school's vision statement.

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary School students will accept and meet the challenges of the 21st century.

2. School Environment

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

The school engages in real world topics and events throughout instructional lessons. The School Counselor provides character education in the classrooms. Numerous opportunities are provided for multicultural awareness. We are continuing to implement the Core Values initiative, which teaches the core values.

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

It is the responsibility of the entire staff to ensure the safety of all stakeholders. Procedures are in place to address visitors on campus, student arrival and dismissal, and disciplinary issues. Monthly fire drills are conducted and bi-annual lock down drills are conducted. Respect is modeled by staff members and expected from students and staff. The School Counselor provides individual and group counseling, and peer mediation. The school follows the District's Anti-Bullying Policy. Incentives are part of the School-Wide Discipline Plan. The school is a mandatory uniform school, which assists in identifying our students.

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 school has established protocols and procedures for disciplinary incidents. Clear behavioral expectations are delineated at the beginning of the school year through orientation assemblies and are reinforced throughout the year. Parent conferences with teachers and/or administrators are conducted, as needed. An Alternative to Suspension Plan is followed, along with the District's Code of Student Conduct. The Parent/Student Handbook is posted on the school's webpage and a hard copy is available in the school's Main Office.

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 school provides a comprehensive Student Services Program that includes individual and group counseling, and peer mediation. Additionally, the Student Services Department, which includes the Counselor, Social Worker, Psychologist, and the Community Involvement Specialist, provides outside agency referrals to students and parents.

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.

The school's Early Warning System includes students who are frequently tardy to school. Many students accumulate 5 or more tardies in each semester. Additionally, results from the 2017 FSA and iReady data indicate a trend of students performing below grade level in Reading and Mathematics.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	3	4	6	7	9	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	1	3	7	8	16	21	0	0	0	0	0	0	0	56

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	3	3	5	4	20	25	0	0	0	0	0	0	0	60

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

Intervention strategies include extended learning opportunities, individual and group counseling, in school intervention 5 times weekly for 30 minutes, awards, incentives, and rewards for improved attendance. Student incentives include Honor Roll Breakfast every nine weeks, perfect attendance rewards, morning announcement recognitions, Teacher/Student mentoring, and celebrations for students demonstrating mastery in Reading, Mathematics, and Science.

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?

No

1. PFEP Link

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

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, she invites the instructional coaches to present information on Reading, Mathematics, and Science topics to increase parents' conceptual understanding, thus enabling them to assist their children. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so they may have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through ConnectEd messages, flyers, the school's marquee, the school's website, and social media.

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

The school will utilize the District's Dade Partners and Volunteers Program to recruit and maintain positive relationships with the community. Additionally, the Community Involvement Specialist serves as the liaison between the school and the community.

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
Fernandez, Maria	Principal
Carvil, Patricia	Instructional Coach
Laing, Karen	Instructional Coach
DaCosta, Althea	Assistant Principal

b. Duties

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

Principal : Maria Fernandez: Provides a unified vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Althea DaCosta. Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Reading Transformation Coach: Patricia Carvil- Provides guidance and monitors the implementation of the Comprehensive Research-Based Reading Plan and District Pacing Guides. Monitors, facilitates, and supports data collection activities, assists in data analysis, and provides professional development and technical assistance to teachers regarding data-based instructional planning.

Mathematics Coach: Karen Laing. Provides guidance on the implementation and monitoring of the District's Pacing Guides, facilitates and supports data collection activities, assists in data analysis, and provides professional development and technical assistance to teachers regarding data-based instructional planning.

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.

Parkway Elementary School's MTSS Leadership Team's purpose is to enhance data collection and data analysis utilizing Gateway 2 Data (G2D), problem solving, differentiated assistance, and progress monitoring.

The MTSS/Rtl Leadership Team will:

- Monitor academic and behavioral progress by addressing the following areas:
- Gather and analyze data at all Tiers to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Conduct meetings, monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Services are provided at Parkway Elementary School to ensure students requiring additional remediation are assisted as needed. Our Transformation Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs such as iReady testing, which provides early intervening services for "at risk" students; curriculum coaches will assist in the design and implementation of progress monitoring, data collection, and data analysis; and will participate in the design and delivery of professional development. The Transformation Coaches will provide support for assessment and implementation monitoring. The School Psychologist is available to address needs, as needed.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students at Parkway Elementary are met.

Title I, Part D

Services at Parkway Elementary School are coordinated with District Dropout Prevention programs. Parkway Elementary School uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL); focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Services at Parkway Elementary School are provided through the District for educational materials and ELL school support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL).

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (2-5)

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Parkway Elementary School by collaborating with parents and the community. When a student is identified as “homeless” certain services will be retained for the child. These are facilitated through the child’s family, School Guidance Counselor and social worker.

- Project Upstart, Homeless Children & Youth Program assists Parkway Elementary School with the identification, enrollment, attendance, and transportation of homeless students.
- The District Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the School Counselor on the McKinney Vento Homeless Assistance Act, ensuring that homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless, and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to Parkway Elementary School. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust-a Community Organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Parkway Elementary School has identified the Counselor as the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the School Counselor.
- Our school counselor and social worker focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

Parkway Elementary School complies with all Federal, State, and district guidelines for daily nutrition of students and staff. A nutritional breakfast is served to students at no charge on a daily basis to help promote healthy eating and student achievement. Healthy lunches are served on a daily basis that incorporate all major food groups and promote a healthy life style. Routine and regular exercise programs have been established in physical education classes and the school promotes regular and daily exercise for all students and staff.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria C. Fernandez	Principal
Audrie McLennon	Teacher
Sharonne Kerr	Teacher
Kathy Johnson	Education Support Employee
Nakesheae Byrd	Teacher
Karen Laing	Teacher
Stacy Prater	Parent
Octalie Holmes	Teacher
Judith Samuels	Teacher
Lesly Lully	Business/Community

b. Duties

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

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

The SAC's involvement of the evaluation of last year's school improvement plan consisted of monthly meetings where the SIP was reviewed and modified, as needed.

b. Development of this school improvement plan

The SAC was involved in disaggregating the 2017 FCAT 2.0 Science data, 2017 FSA, iReady data, and SAT-10 data to identify trends and provide appropriated intervention, remediation, and enrichment strategies.

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

The SAC votes on how the SAC funds will be spent each year.

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

The EESAC funds will be utilized to provide student incentives to promote student achievement.

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
Carvil, Patricia	Instructional Coach
DaCosta, Althea	Assistant Principal
Fernandez, Maria	Principal
Laing, Karen	Instructional Coach
Samuels, Judith	Teacher, K-12

b. Duties

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

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational goals in a positive direction. The team works together to problem solve in all areas of curriculum.

The major initiatives of the LLT Team at Parkway Elementary School are aligned to the District's Comprehensive Research-Based Reading Plan:

- To increase the usage of the iReady and MyOn Reading programs.
- To increase student achievement on the 2018 FSA Reading, Mathematics, and NGSSS Fifth Grade FCAT 2.0 Science test, and SAT-10 by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development, such as Differentiated Instruction, Unwrapping the Standards, Strategic Planning (Backwards Planning: Begin With The End In Mind), and HOTS, based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web-based literacy tools such as online research tools and fluency-building websites for ELL (Imagine Learning) learners.
- Promote the use of vocabulary development across the curriculum.
- Promote literacy across the curriculum through school-wide initiatives such as utilizing cross-curricular grade-level reading strategies
- Provide extended learning opportunities for enrichment and remediation.
- Progress monitor students who are performing below grade level.

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.

Strategies to encourage positive working relationships between teachers includes collaborative planning, sharing best practices, grade level meetings, professional learning communities, and social activities.

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

Partner new teachers with mentor teachers to provide professional development throughout the school year, through the Mentoring and Induction of New Teachers Program (MINT).

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

Pair new teachers with Transformation Coaches and buddy teachers and provide opportunities for teachers to observe model classrooms. The new teachers participate in the MINT (Mentoring and Induction of New Teachers) Program. This program provides support to new teachers by assisting with classroom management, developing comprehensive lesson plans, and instructional delivery strategies.

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.

The school ensures its core instructional programs and materials are aligned to the Florida Standards by following the District's curriculum and by utilizing its resources.

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 utilizes the RtI processes to identify and remediate students who are performing below grade level. Enrichment instruction that is aligned to the Florida Standards is provided for proficient students. Activities for remediation includes after-school tutoring, in-class interventions, and extended learning opportunities.

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: 2,640

Provide extra instruction for low performing students.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

OPM and pre- and post assessments will be utilized to determine placement, instruction and the effectiveness of the after-school tutoring program. The administration and teachers will monitor the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year: 6,000

Remediation is provided to third grade students who do not meet the proficiency requirement.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

The Alternative Assessment for Grade Three Promotion will be utilized to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 480

Provide extra instruction for low performing fifth-grade students in the area of Science.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

Pre- and post assessments will be utilized to determine placement, instruction and the effectiveness of the Science Camp tutoring program. The administration and teacher will monitor the effectiveness of the program.

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 Elementary School's Voluntary Pre-Kindergarten program (VPK) consists of a teacher and paraprofessional. These individuals are responsible for implementing strategies for an easy transition

into Kindergarten. The students in VPK are registered for a full day of instruction from 8:20 a.m. until 1:50 p.m. During this time, students are engaged in whole group instruction and every 15 to 20 minutes the students are in skilled groups which focus on specific standards and fine or gross motor skills. In addition, students participate in the VPK Assessment three times a year to determine their level of proficiency as it relates to Kindergarten preparedness.

Open House supports the efforts of informing parents of student progress and valuable information which aids in an increase of parental support throughout the program. Parent nights and various school-wide events are scheduled throughout the year in order for parents to observe student growth and achievement. Towards the end of the academic year, students are provided with multiple opportunities to visit kindergarten classrooms. This provides students with a smooth transition into kindergarten. Daily conversations and parent conferences are also in place with the teacher and paraprofessional in order to support student social and academic growth. The Kindergarten ambassador also collaborates with Pre-Kindergarten programs throughout the community to ensure stakeholders are well-informed of the services provided at Parkway Elementary School.

To assist with 5th graders transitioning to middle school, students participate in academic and social activities at the feeder middle school. Additionally, middle school counselors come to Parkway to talk about course selections and the programs offered at the 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.

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 assessments are aligned to the goals and standards, then student achievement will improve.

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 assessments are aligned to the goals and standards, then student achievement will improve. 1a

G097055

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Insufficient alignment of student assessments to learning goals and standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified teachers, Transformation Coaches, administrative support, grade level common planning, Action Plan, curriculum support, Professional Development Plan, Professional Learning Communities and extended learning opportunities, Language Arts Florida Standards (LAFS) Item Specifications, Planning Cards, Daily Learning Targets, McGraw-Hill WonderWorks, ELA Infographic, Mathematics Florida Standards (MAFS), i-Ready, Go Math Text, CER Bell Ringers, scheduled K-5 Common Planning, SAT-10 Dailies, Reflex Math, Math Infographic, Science-Discovery Education, J and J Boot Camp resources, AIMS, District Pacing Guides, Planning Cards, Science Infographic, and Gizmo. Additionally, technology usage for all content areas.

Plan to Monitor Progress Toward G1. 8

Reviewing data from multiple data sources to analyze growth.
 Observation of effective instructional delivery that is aligned to the standards and student assessments.

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Formative: iReady data, Interim and Topic Assessments; Summative: SAT -10, 2018 FCAT 2.0 Science Assessment, 2018 FSA.

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 assessments are aligned to the goals and standards, then student achievement will improve. 1

G097055

G1.B1 Insufficient alignment of student assessments to learning goals and standards. 2

B261098

G1.B1.S1 Provide professional development on the alignment of assessments to learning goals and standards. 4

S276452

Strategy Rationale

Teachers are in need of professional development on the alignment of assessments to learning goals and standards.

Action Step 1 5

Provide professional development on aligning student assessments to learning goals and standards.

Person Responsible

Karen Laing

Schedule

Monthly, from 9/28/2017 to 5/30/2018

Evidence of Completion

Assessments, agendas, student journals, authentic student work, lesson plans, instructional delivery and increased technology usage.

Action Step 2 5

During Collaborative Planning, identify standards-based FSA assessments that will be used for progress monitoring.

Person Responsible

Patricia Carvil

Schedule

Weekly, from 9/28/2017 to 6/7/2018

Evidence of Completion

Assessments, agendas, student journals, authentic student work, lesson plans, instructional delivery, grade book and increased technology usage.

Action Step 3 5

Monitor the grade book to ensure that student work products are aligned to the FSA standards.

Person Responsible

Maria Fernandez

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Student work product, administrative walkthroughs, and grades in grade book.

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

Conduct daily walkthroughs to monitor instructional delivery of standards-based assessment items, student journals, and work folders.

Review of monthly assessment reports and Review/Realign IFC's.

Monitor the electronic grade book.

Collaboration with the teachers in common planning.

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Professional development agendas, attendance rosters, electronic grade book, common planning agendas, coaches' logs, classroom walkthroughs and leadership team meetings agendas.

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

Conduct daily walkthroughs to observe classroom instruction,
Conduct Data chats with students and teachers
Review of monthly assessment reports and Review/Realign Instructional Focus Calendars
Collaboration with the teachers in common planning
Evidence of student gains on the iReady diagnostic data, OPM, Topic Assessments, e-Assessments, as well as, on summative assessments (FSA, SAT-10, FCAT 2.0 Science)

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2018 FCAT 2.0 Assessment., 2018 FSA

G1.B1.S2 Provide collaborative planning sessions with the teachers, on a weekly basis, to strengthen the alignment of assessments to learning goals and standards by backwards planning. 4

 S276453

Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Person Responsible

Maria Fernandez

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

IReady Diagnostics, Bi-weekly and Topic Assessments, OPM

Action Step 2 5

Administrator/Transformation Coach/Teacher Data Chats

Person Responsible

Maria Fernandez

Schedule

Quarterly, from 10/4/2017 to 5/30/2018

Evidence of Completion

IReady Diagnostics, Bi-weekly and Topic Assessments, OPM

Action Step 3 **5**

Teachers will create data trackers to chart students' progress and students will create their own data trackers to monitor their own progress.

Person Responsible

Karen Laing

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Administrators, Transformation Coaches, and Teachers will collaborate in common planning meetings to ensure that the student assessments are aligned to the learning goals and standards.

Person Responsible

Maria Fernandez

Schedule

Weekly, from 8/21/2017 to 6/4/2018

Evidence of Completion

Student report cards, formative and summative assessments, OPM, student work folders, journals.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 **7**

Administrators conduct daily classroom walkthroughs to monitor the fidelity of the implementation of the standards-based student assessments.

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student report cards, formative and summative assessments, OPM, student work folders, journals.

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					
G1.B1.S1.A1 A372448	Provide professional development on aligning student assessments to learning goals and standards.	Laing, Karen	9/28/2017	Assessments, agendas, student journals, authentic student work, lesson plans, instructional delivery and increased technology usage.	5/30/2018 monthly
G1.B1.S2.A2 A372452	Administrator/Transformation Coach/ Teacher Data Chats	Fernandez, Maria	10/4/2017	IReady Diagnostics, Bi-weekly and Topic Assessments, OPM	5/30/2018 quarterly
G1.B1.S2.A3 A372453	Teachers will create data trackers to chart students' progress and students will create their own...	Laing, Karen	8/28/2017		5/31/2018 biweekly
G1.B1.S2.MA1 M400582	Administrators, Transformation Coaches, and Teachers will collaborate in common planning meetings...	Fernandez, Maria	8/21/2017	Student report cards, formative and summative assessments, OPM, student work folders, journals.	6/4/2018 weekly
G1.MA1 M400583	Reviewing data from multiple data sources to analyze growth. Observation of effective...	Fernandez, Maria	8/21/2017	Formative: iReady data, Interim and Topic Assessments; Summative: SAT -10, 2018 FCAT 2.0 Science Assessment, 2018 FSA.	6/7/2018 daily
G1.B1.S1.MA1 M400579	Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students...	Fernandez, Maria	8/21/2017	Formative: iReady data, Interim and topic Assessment Reports; Summative: SAT -10, 2018 FCAT 2.0 Assessment., 2018 FSA	6/7/2018 daily
G1.B1.S1.MA1 M400580	Conduct daily walkthroughs to monitor instructional delivery of standards-based assessment items,...	Fernandez, Maria	8/21/2017	Professional development agendas, attendance rosters, electronic grade book, common planning agendas, coaches' logs, classroom walkthroughs and leadership team meetings agendas.	6/7/2018 daily
G1.B1.S1.A2 A372449	During Collaborative Planning, identify standards-based FSA assessments that will be used for...	Carvil, Patricia	9/28/2017	Assessments, agendas, student journals, authentic student work, lesson plans, instructional delivery, grade book and increased technology usage.	6/7/2018 weekly
G1.B1.S1.A3 A372450	Monitor the grade book to ensure that student work products are aligned to the FSA standards.	Fernandez, Maria	9/25/2017	Student work product, administrative walkthroughs, and grades in grade book.	6/7/2018 weekly
G1.B1.S2.MA1 M400581	Administrators conduct daily classroom walkthroughs to monitor the fidelity of the implementation...	Fernandez, Maria	8/21/2017	Student report cards, formative and summative assessments, OPM, student work folders, journals.	6/7/2018 daily
G1.B1.S2.A1 A372451	Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and...	Fernandez, Maria	8/21/2017	IReady Diagnostics, Bi-weekly and Topic Assessments, OPM	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If assessments are aligned to the goals and standards, then student achievement will improve.

G1.B1 Insufficient alignment of student assessments to learning goals and standards.

G1.B1.S1 Provide professional development on the alignment of assessments to learning goals and standards.

PD Opportunity 1

Provide professional development on aligning student assessments to learning goals and standards.

Facilitator

Transformation Coaches

Participants

Instructional Staff

Schedule

Monthly, from 9/28/2017 to 5/30/2018

PD Opportunity 2

During Collaborative Planning, identify standards-based FSA assessments that will be used for progress monitoring.

Facilitator

Patricia Carvil; Karen Laing

Participants

Teachers, Transformation Coaches, Administrators.

Schedule

Weekly, from 9/28/2017 to 6/7/2018

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	Provide professional development on aligning student assessments to learning goals and standards.	\$0.00
2	G1.B1.S1.A2	During Collaborative Planning, identify standards-based FSA assessments that will be used for progress monitoring.	\$0.00
3	G1.B1.S1.A3	Monitor the grade book to ensure that student work products are aligned to the FSA standards.	\$0.00
4	G1.B1.S2.A1	Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.	\$0.00
5	G1.B1.S2.A2	Administrator/Transformation Coach/Teacher Data Chats	\$0.00
6	G1.B1.S2.A3	Teachers will create data trackers to chart students' progress and students will create their own data trackers to monitor their own progress.	\$0.00
Total:			\$0.00