



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Parkwood Heights Elementary School

1709 LANSDOWNE DR

Jacksonville, FL 32211

904-720-1670

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 64%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 67%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>17</b>
<b>Goals Summary</b>	<b>21</b>
<b>Goals Detail</b>	<b>21</b>
<b>Action Plan for Improvement</b>	<b>29</b>
<b>Part III: Coordination and Integration</b>	<b>63</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>64</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>72</b>

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Parkwood Heights Elementary School

##### Principal

Ashton J. Price

##### School Advisory Council chair

Richard Sarles

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ashton Price	Principal
Peggy Sue Heybruch	Assistant Principal
Amy Clark	Reading Coach
Aisha Simmons	Math Coach
Kelly Neil	5th Grade Science

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The School Advisory Council for Parkwood Heights is comprised of the of nine members. The SAC chair is Richard Sarles and the membership includes two staff members and five parents.

#### Involvement of the SAC in the development of the SIP

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

#### Activities of the SAC for the upcoming school year

The School Advisory Council will help the school identify and then help problem solve areas of concern as they arise. The SAC will also look at data to identify trends and areas of celebration.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Ashton J. Price**

Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

Masters of Educational Leadership  
Level II Principal Certification

**Performance Record**

2001-2002 Upson Elementary School Grade C, 53% Meeting High Standards Reading, 39% Meeting high Standards Math and 76% Writing.

2002-2003 Upson Elementary School Grade B, 61% Meeting High Standards Reading, 60% Meeting high Standards Math and 84% Writing. The school did not make AYP. Black students did not make adequate progress in the area of mathematics (34%). A student with disabilities also was an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.

2003- 2004 St. Clair Evans Academy School Grade D, 37%, Meeting High Standards Reading, 26% Meeting high Standards Math and 75% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics 17%. Students with disabilities were also an area of concern with only 18% in Reading and 23% in mathematics making adequate progress.

2004-2005 Saint Clair Evans Academy School Grade C, 45%, Meeting High Standards Reading, 38% Meeting high Standards Math and 54% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics (34%). Students with disabilities also was an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.

2004-2005 Norwood Elementary School Grade A 71% Meeting High Standards Reading, 47% Meeting high Standards Math and 76% Writing. Provisional AYP status was earned.

2005-2006 Saint Clair Evans Academy School Grade C 48%, Meeting High Standards Reading, 46% Meeting high Standards Math and 67% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics 41%. Students with disabilities also was an area of concern with only 16% in Reading and 19% in mathematics making adequate progress.

2006-2007 Saint Clair Evans Academy School Grade C 39%, Meeting High Standards Reading, 52% Meeting high Standards Math and 67% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 35% Mathematics 44%. Students with disabilities also was an area of concern with only 24% in Reading and 12% in mathematics making adequate progress.

2007-2008 Northwestern Middle: School Grade D 35%, Meeting High Standards Reading, 41% Meeting high Standards Math and 89% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of reading 29%,



mathematics 33% and when designated Economically Disadvantaged 33%. Students with disabilities also was an area of concern with only 6% in Reading and 7% in mathematics making adequate progress. The school also did not meet adequate progress in writing.

2008-2009 Parkwood Heights Elementary School Grade B 70%, Meeting High Standards Reading, 65% Meeting high Standards Math and 85% Writing. The school did not make AYP. Black students did not make adequate progress in the areas of Reading 60%, Mathematics 53% and students designated economically disadvantaged 64% Reading 64% Mathematics. Students with disabilities also were an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.

2009-2010 School Grade B 68%, Meeting High Standards Reading, 68% Meeting high Standards Math and 78% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 56%, Mathematics 57% and students designated economically disadvantaged 60% Reading 62% Mathematics.

2010-2011 School Grade C 72%, Meeting High Standards Reading, 69% Meeting High Standards Math and 84% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 58%, Mathematics 54% and students designated economically disadvantaged 62% Reading 60% Mathematics.

2011-2012 School Grade C 56%, Meeting High Standards in Reading, 54% Meeting High Standards in Math and 83% scored a 3 or above in Writing.

2012-2013 School Grade C 60%, Meeting High Standards in Reading, 54% Meeting High Standards in Math and 65% Writing and 44% Meeting High Standards in Science. Bottom quartile Reading had 76% of students showing gains and 56% Bottom quartile showing gains in Math.

**Peggy Sue Heybruch**

Asst Principal

Years as Administrator: 5

Years at Current School: 0

**Credentials**

Masters of Educational Leadership

**Performance Record**

Ms. Heybruch taught ESE and Gifted students at Jeb Stuart Middle School during the 2002/03, 2003/04 and 2004/05 school years. While at Jeb Stuart there was continuous improvement in both reading and math, including increased student achievement of the bottom quartile. Ms. Heybruch was the ESE Facilitator at Enterprise Learning Academy Elementary School during the 2005/06 and 2006/07 school years. While there, she assisted in improving writing scores, the students made adequate yearly progress in both reading and math, and the school maintained a grade of a "B". Ms. Heybruch started the 2007/08 as the Instructional Coach at Alfred I. DuPont Middle School, where she worked closely with administrators to implement a new school-wide assessment, re-teaching and enrichment process through the NWEA model. That year, the school moved from a "B" to an "A". Later that year, Ms. Heybruch was asked to become an Assistant Principal at Asa Philip Randolph Academies of Technology High School (APR).

Ms. Heybruch's first year at APR the school was striving for a "B". During her time there, the school's focus changed, causing the school grades to drop to "Ds" and "Fs". The 2010/11 school year, under the leadership of Principal Kenneth Reddick, Ms. Heybruch was an instrumental team member to change the instructional focus of APR which resulted in the school increasing the total FCAT score by 34 points. During that year, 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. These increases in student performance were essential to the improved school grade of "C". Student performance increased another 28 points in 2011/12, resulting in the school earning a first ever school grade of "A". Although high school grades for 2012/13 have not yet been released, student performance at the high school last year continued to improve in nearly all areas of the high school grading formula. The 2013/14 school year is Ms. Heybruch's first year back at the elementary level, and it is expected that she will continue to have a positive impact on student learning and school successes.

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Amy Clark</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 2</b>	<b>Years at Current School: 2</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors Degree Elementary Education Gifted Endorsement	
<b>Performance Record</b>	<p>Ms. Clark has taught both primary and intermediate students. As well as, 5 years instructing Gifted students at Henry F. Kite. While at Henry F. Kite there was continuous improvement in both reading and writing, including increased student achievement of the bottom quartile. Ms. Clark served as the Magnet Lead Teacher from 2004- 2009 and the school maintained a grade of an "A."</p> <p>2009-2010 Literacy Teacher / Henry F. Kite Improved literacy gains from 69%- 73%</p> <p>2010-2011 Literacy Teacher / Henry F. Kite Improved literacy gains from 73%- 82%</p> <p>2011-2012 Literacy Teacher / Henry F. Kite Improved literacy gains from 82%-85%</p> <p>2012-2013 Literacy Coach / Parkwood Heights Elementary 60% Meeting High Standards in Reading 65% Meeting High Standards in Writing Bottom quartile Reading had 76% of students showing gains. This was a 14 point gain from the previous year.</p>	

<b>Aisha Simmons</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 8</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelors of Science in Elementary Education Masters of Science in Elementary Curriculum and Instruction FTCE Elementary 1-6 Clinical Educator Training	
<b>Performance Record</b>	Ms. Simmons has taught both primary and intermediate students. Since 2006, Ms. Simmons has taught at Parkwood Heights Elementary in fifth grade mathematics and science in a departmentalized or team teaching setting. Ms. Simmons also served as the math lead teacher for the school for the past four years. 2008-2009 Mathematics Teacher / Parkwood Heights Proficiency Achievement levels 65% Improved mathematics gains from 72-74% 2009-2010 Mathematics Teacher / Parkwood Heights Proficiency Achievement levels 68% Improved mathematics gains from 74-77% 2010-2011 Mathematics Teacher / Parkwood Heights Proficiency Achievement levels 69% Improved mathematics gains from 77-55% 2011-2012 Mathematics Teacher / Parkwood Heights Proficiency Achievement levels 69% Improved mathematics gains from 77-55% 2012-2013 Mathematics Teacher / Parkwood Heights Proficiency Achievement levels % Improved mathematics gains from %	

**Classroom Teachers**

<b># of classroom teachers</b>	26
<b># receiving effective rating or higher</b>	25, 96%
<b># Highly Qualified Teachers</b>	96%
<b># certified in-field</b>	25, 96%
<b># ESOL endorsed</b>	15, 58%
<b># reading endorsed</b>	0, 0%

**# with advanced degrees**

6, 23%

**# National Board Certified**

1, 4%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

1, 4%

**# with 6-14 years of experience**

14, 54%

**# with 15 or more years of experience**

10, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Parkwood Heights Elementary will retain highly qualified, certified- in-field, and effective teachers to the school by providing support and assistance through on -going Professional Development delivered by our Professional Development Facilitator. Foster an environment in which quality teaching is the expectation. Celebrate successes, encourage improvement and maintain the best educational environment possible.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

## **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

Tier 2 Interventions have been identified for use in Reading/ELA, Math, and Science. Should the student continue to struggle and fails to catch up with his classmates, ie. fails to "close the gap" in a timely manner, the Gen Ed teacher, the CPST and parent meet to address a more intensified Tier 3 Intervention, which involves meeting daily and in an even smaller group size. Should these efforts fail to move the student into the academic range of his peers in an appropriate and timely manner, then the CPST will refer the student to the Multi Resource Disciplinary Team involving district and school personnel to assess and determine eligibility for Exceptional Student Services (ESE). Should eligibility be determined, these students will be provided with continuing academic or emotional/behavioral support provided by our schools ESE resource teachers, driven by data with goals and objectives set forth on the student's Individual Educational Plan (IEP). Resource allocation for funding and staffing of ESE resource teachers is determined by the number of ESE students at our school as well as the number of Tier 3 students needing support. Resource allocation and teacher support systems also involve Genesis, Inform, IM, CGA, DAR, I Ready, FCAT scores and classroom assessments, as well as district and school workshops and information dispersion on the RTI model.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Parkwood Height's Leadership Team meets monthly to discuss and address the on-going concerns of struggling students. Grade levels meet weekly to discuss and implement coordination of students between classrooms needing greater academic assistance and bring their concerns and needs to the leadership Team.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team will monitor and analyze the result of ongoing assessment from classroom and district assessment to identify both positive and negative trends among the data. This information will be use to drive instruction and data chats with all stakeholders.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

CGA, DAR, I Ready, FCAT scores and classroom assessments will be used to access and analyze data and monitor RTI. Students in ESE, having a 504 Plan, in ESOL, SmarTeam students and overage students have been reported to all teachers individually during pre-planning by the School Counselor to establish close monitoring and a careful watch for potential academic concerns. Discipline referrals and our overage population are also closely monitored. Referrals for counseling are made and referrals for on-going in depth support are made to Arlington Family Resource Center (Full Service) and other outside agencies as needed ( MHRC, Child Guidance, Crises Intervention, DCF.) Attendance meetings

are held as needed, attendance week is celebrated with school events, and students are reminded daily on the morning news to come to school on time.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

District workshops and training, monthly leadership meetings, monthly CPST meetings, weekly grade level meetings, SAC, parent conferencing.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 3,500

The students will participate in computer based programs to increase proficiency in mathematics and reading.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The data is collected and analyzed on a monthly basis to identify trends among the bottom quartile students.

**Who is responsible for monitoring implementation of this strategy?**

The leadership team and coaches will monitor the implementation and progress among the students in the bottom quartile.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Ashton Price	Principal
Peggy Sue	Assistant Principal
Amy Clark	Reading Coach
Aisha Simmons	Professional Development Facilitator
Susan Kummernes	RTI Facilitator
Sarah Underwood	Fifth Grade Literacy Teacher
Latoyia Palmer	Fourth Grade Literacy Teacher
Susan Pevy	Third Grade Literacy Teacher

Name	Title
Rebecca Smith	Second Grade Literacy Teacher
Kinna Costello	First Grade Literacy Teacher
Valerie Wilson	Kindergarten Literacy Teacher

**How the school-based LLT functions**

The LLT meets bi-weekly to discuss data, student work, and needed professional development. As well as develops activities that engages the whole family in reading.

**Major initiatives of the LLT**

The major initiatives of the LLT is to Increase student achievement to meeting AMO in reading in all subgroups.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

NA

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Kindergarten Round-Up invitations are sent to various preschools in the area. The prospective kindergarteners participate in a tour of the kindergarten classrooms, storytime with the principal, and celebrate with a light snack.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

NA

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

NA

**Strategies for improving student readiness for the public postsecondary level**

NA



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	57%	No	67%
American Indian				
Asian				
Black/African American	53%	40%	No	58%
Hispanic	74%	69%	No	77%
White	77%	69%	No	79%
English language learners				
Students with disabilities	41%	40%	No	47%
Economically disadvantaged	54%	51%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	28%	35%
Students scoring at or above Achievement Level 4	44	20%	25%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	145	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	39	76%	80%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	63%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	49%	No	59%
American Indian				
Asian				
Black/African American	39%	35%	No	45%
Hispanic	81%	77%	No	83%
White	69%	71%	Yes	72%
English language learners				
Students with disabilities	41%	20%	No	47%
Economically disadvantaged	44%	43%	No	50%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	38%	43%
Students scoring at or above Achievement Level 4	42	20%	24%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	48%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	56%	60%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%		No	59%
American Indian				
Asian				
Black/African American	39%		No	45%
Hispanic	81%		No	83%
White	69%		No	72%
English language learners				
Students with disabilities	41%		No	47%
Economically disadvantaged	44%		No	50%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	25%	29%
Students scoring at or above Achievement Level 4	63	13%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	1%
Students who are not proficient in reading by third grade	37	47%	35%
Students who receive two or more behavior referrals	12	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parent Involvement Plan Title I school

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

Safety Goal

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To ensure that all stakeholders are knowledgeable of Emergency and/or Crisis procedures.	43	100%	100%

## Goals Summary

- G1.** Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics.
- G2.** Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10%in the area of mathematics.
- G3.** Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics.
- G4.** Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics.
- G5.** Increase the number of students scoring level 4 from 13% to 17% and level 5 from 1% to 5% in the area of science.
- G6.** Increase the number of students scoring achievement level 3 from 25% to 29% in the area of science.
- G7.** Parkwood Heights Elementary will increase reading learning gains from 56% to 60% for students identified as being in the lowest 25%
- G8.** Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 69% to 73%.
- G9.** Students scoring at a level 3 in reading will increase from 28% to 35%achievement above proficiency.
- G10.** Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12%in reading and provide enrichment to these students.
- G11.** Students will score at achievement level 3.5 or higher in writing

## Goals Detail

**G1. Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics.**

**Targets Supported**

**Resources Available to Support the Goal**

- Before and after school tutoring.
- Differentiating instruction and utilizing i-ready common core to scaffold student instruction during center rotation..

**Targeted Barriers to Achieving the Goal**

- Implementing i-ready common core during center rotations with fidelity.

**Plan to Monitor Progress Toward the Goal**

The students progression toward the goal will be monitored via curriculum guide assessments and othe other assessments.

**Person or Persons Responsible**

Mathematics Teachers Math Coach Assistant Principal Principal

**Target Dates or Schedule:**

Ongoing.

**Evidence of Completion:**

Improved scores on various assessments and computer based programs.

**G2. Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10%in the area of mathematics.**

**Targets Supported**

**Resources Available to Support the Goal**

- Differentiating instruction through enrichment activities, project based activities, and performance task during center rotations.

**Targeted Barriers to Achieving the Goal**

- Identifying appropriate resources that will met the content limitations as well as NGSSS standards.

**Plan to Monitor Progress Toward the Goal**

Student data will be analyzed on a regular basis to determine the progression made towards meeting the identified goal.

**Person or Persons Responsible**

Math Teachers Math Coach Assistant Principal Principal

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student data from curriculum guide assessments and classroom assessments

**G3.** Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics.

**Targets Supported**

**Resources Available to Support the Goal**

- Center Rotations

**Targeted Barriers to Achieving the Goal**

- Identifying appropriate materials to increase the complexity level and rigor for students.

**Plan to Monitor Progress Toward the Goal**

Student data will be analyzed monthly to determine the progress toward meeting our goals.

**Person or Persons Responsible**

Math Coach Assistant Principal Principal

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student work, assessment data, and data chats.

**G4.** Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Bell to Bell rigorous instruction.
- Computers to implement the computer based programs (I-ready, Success maker, and Reflex Math)
- Center Rotations to provide differentiated support to all students.
- Before and after school tutoring.

**Targeted Barriers to Achieving the Goal**

- Technology support to insure the computers are updated and able to support computer based programs.
- Resources to implement center rotations

### Plan to Monitor Progress Toward the Goal

Student data will be monitored continuously in order to drive classroom instruction.

**Person or Persons Responsible**

Mathematics Teacher Math Coach Assistant Principal Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increase proficiency among students in areas of weakness for mathematics

**G5.** Increase the number of students scoring level 4 from 13% to 17% and level 5 from 1% to 5% in the area of science.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- After school science club
- Differentiating activities
- Gizmos

**Targeted Barriers to Achieving the Goal**

- Lack of time for extension activities
- Focusing on lower-level students at expense of furthering higher-level students

### Plan to Monitor Progress Toward the Goal

Students scoring at or above Achievement Levels 4 and 5 in science

**Person or Persons Responsible**

Principal, Assistant Principal, Science Lead Teacher

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

FCAT Science Test 2013-2014



**G6. Increase the number of students scoring achievement level 3 from 25% to 29% in the area of science.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Weekly inquiry-based activities
- Gizmos

**Targeted Barriers to Achieving the Goal**

- Teachers are uncomfortable or inexperienced with teaching science through utilizing inquiry-based activities

**Plan to Monitor Progress Toward the Goal**

Students scoring at Achievement Level 3 in science.

**Person or Persons Responsible**

Principal, Assistant Principal, Science Committee Chair

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

FCAT Science Test 2012-2013, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding

**G7. Parkwood Heights Elementary will increase reading learning gains from 56% to 60% for students identified as being in the lowest 25%**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- Technology based programs
- After school programs (Girls Inc, Y-Reads, after school tutoring)
- Supplemental materials to be identified through ongoing training
- Novel studies
- High level-interest reading materials
- Higher order questioning
- Field trips

**Targeted Barriers to Achieving the Goal**

- Professional Development
- Funds
- Attendance for after school programs

## Plan to Monitor Progress Toward the Goal

Professional Development for literacy based technology programs

### Person or Persons Responsible

Principal and Assistant Principal

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Evidence of completion will be determined by administrative review of district assessments and classroom data

**G8.** Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 69% to 73%.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

### Resources Available to Support the Goal

- Technology programs
- After school reading programs ( Girls Inc., Y-Reads, after school tutoring)
- RTI (Response to Intervention)
- Novel studies
- Higher order question stems
- High level-interest reading material

### Targeted Barriers to Achieving the Goal

- Need for professional development
- Communication between teachers and after school program leaders
- Time

## Plan to Monitor Progress Toward the Goal

Professional Development

### Person or Persons Responsible

Principal, Assistant Principal and District Coaches

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Review of district assessments, technology based program reports and classroom assessment data

**G9. Students scoring at a level 3 in reading will increase from 28% to 35% achievement above proficiency.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- Supplemental materials to be identified through training
- Girls Inc. after school literacy program
- Successmaker

**Targeted Barriers to Achieving the Goal**

- Funds
- Limited space, gender specific and grade level specific opportunities for Girls Inc program
- Limited Success Maker Subscriptions for school

**Plan to Monitor Progress Toward the Goal**

Acquire business partners to increase funds to support literacy

**Person or Persons Responsible**

Principal, and Assistant Principal

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Materials purchased and implemented

**G10. Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)

**Resources Available to Support the Goal**

- Rigorous based literacy activities to include include, but not limited to research projects, readers theatre, author studies, Text Talk, adaptive literacy computer resources
- Field Trips

**Targeted Barriers to Achieving the Goal**

- Funds
- Need for professional Development

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Principal, Assistant Principal, School Coach, District Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Documentation of activities implemented and progress monitoring assessments

### G11. Students will score at achievement level 3.5 or higher in writing

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Launching the Writers Workshop by Lucy Culkins, DCPS curriculum Guide, Drops in a Bucket, Text Talk, Professional development of instruction of writing, Writing Club, Anchor papers from previous FCAT tests,

**Targeted Barriers to Achieving the Goal**

- Funds for resources
- professional development
- writing background knowledge of students

### Plan to Monitor Progress Toward the Goal

Effectiveness will be monitored through administrative review of district assessments and classroom assessments

**Person or Persons Responsible**

Principal, Assistant Principal, School Coach, District Coach

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Satisfactory achievement on district assessments and classroom assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics.

**G1.B2** Implementing i-ready common core during center rotations with fidelity.

**G1.B2.S1** Offer PLC regarding all aspects of center rotation with a major emphasis on i-ready common core for bottom quartile at lease four times a week

### Action Step 1

Utilizing the desegregating component and materials from i-ready in order to implementation into center rotations.

#### Person or Persons Responsible

Mathematics Teachers Math Coach

#### Target Dates or Schedule

Common Planning Early Release Training PLC Meetings

#### Evidence of Completion

Data Notebooks Student Group Student Work

#### Facilitator:

Aisha Simmons

#### Participants:

Mathematics Teachers

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

Strategies will be monitored for fidelity via data notebooks, student work from center rotations, and class observations/focus walks during center rotations.

#### Person or Persons Responsible

Math Coach Assistant Principal Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Data Notebook Anecdotal notes from administrators

### Plan to Monitor Effectiveness of G1.B2.S1

Strategies will be monitored for effectiveness through student work and assessments.

#### Person or Persons Responsible

Mathematics Teachers Math Coach Assistant Principal Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data Notebooks Data Chats Student assessment data

**G2.** Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10% in the area of mathematics.

**G2.B1** Identifying appropriate resources that will meet the content limitations as well as NGSSS standards.

**G2.B1.S1** Review vetted resource to differentiate and extend students learning experience. Create resources that will meet the content limitations and NSSS standards.

**Action Step 1**

Explore resources and select appropriate materials for students.

**Person or Persons Responsible**

Math Teachers Math Coach

**Target Dates or Schedule**

Common Planning Early Release Training PLC Meeting

**Evidence of Completion**

Ongoing

**Facilitator:**

Aisha Simmons

**Participants:**

Mathematics Teachers

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

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

**Person or Persons Responsible**

Math Coach Assistant Principal Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

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

### Plan to Monitor Effectiveness of G2.B1.S1

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

#### Person or Persons Responsible

Math Teachers Math Coach Assistant Principal Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work, student assessment data, and data chats

**G3.** Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics.

**G3.B1** Identifying appropriate materials to increase the complexity level and rigor for students.

**G3.B1.S1** Offer PLC for center rotation that will address all components: desegregating data, selecting appropriate activities, and utilizing vetted resources.

#### Action Step 1

Explore vetted resources that can be used in the classroom. Develop word problems and performance task that met the content limitation and NGSSS standards

#### Person or Persons Responsible

Math Coach

#### Target Dates or Schedule

Early Release Training PLC Meeting

#### Evidence of Completion

Sign-in sheets, agendas, materials, and implementation in classrooms.

#### Facilitator:

Math Coach

#### Participants:

Math Teachers



### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

The strategies will be monitored during classroom observations or focus walks.

#### **Person or Persons Responsible**

Math Coach Assistant Principal Principal

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student work, math journals, and other classroom artifacts.

### **Plan to Monitor Effectiveness of G3.B1.S1**

The effectiveness will be monitored via student data from computer based programs and Curriculum Guide Assessments.

#### **Person or Persons Responsible**

Math Teachers Math Coach Assistant Principal Principal

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students proficiency on assessments.

**G4.** Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics.

**G4.B2** Technology support to insure the computers are updated and able to support computer based programs.

**G4.B2.S1** The mobile MAC lab will be decomposed and the computers will be distributed to intermediate math teachers. This will increase the number of available computers for center rotations.

**Action Step 1**

Update student laptops. Decompose mobile MAC lab.

**Person or Persons Responsible**

STC

**Target Dates or Schedule**

October 30, 2013

**Evidence of Completion**

Students utilizing laptops in mathematics class during center rotations.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Update student laptops. Utilizing laptops during center rotations.

**Person or Persons Responsible**

STC Math Coach Assistant Principal Principal

**Target Dates or Schedule**

As needed

**Evidence of Completion**

Utilizing laptops during center rotations. Monitoring student data from computer based programs utilized during center rotations.

### Plan to Monitor Effectiveness of G4.B2.S1

This strategy will be monitored via student data from computer based programs.

#### Person or Persons Responsible

Mathematics Teachers Math Coach Assistant Principal Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Discussion of student trends during monthly data chats

### G4.B3 Resources to implement center rotations

**G4.B3.S1** Offer PLC to focus on all components of center rotations: disaggregating data, utilizing i-ready common core materials, and selecting appropriate center activities.

#### Action Step 1

Model how to utilize and implement the components of centers rotations.

#### Person or Persons Responsible

Math Coach

#### Target Dates or Schedule

Early Release Training PLC Monthly Meeting

#### Evidence of Completion

Sign-in sheets, agenda, materials, and implementation within classrooms

#### Facilitator:

Math Coach

#### Participants:

Math Teachers

**Plan to Monitor Fidelity of Implementation of G4.B3.S1**

PLC Center Rotation

**Person or Persons Responsible**

Math Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC Sign-In Sheet, agenda, materials, and implementation in classroom

**Plan to Monitor Effectiveness of G4.B3.S1**

PLC Center Rotation

**Person or Persons Responsible**

Math Coach Assistant Principal Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC Sign-In Sheet, agenda, materials, and implementation in classroom.

**G5.** Increase the number of students scoring level 4 from 13% to 17% and level 5 from 1% to 5% in the area of science.

**G5.B1** Lack of time for extension activities

**G5.B1.S1** Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

**Action Step 1**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

**Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

### **Action Step 2**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

### **Action Step 3**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

### **Action Step 4**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

### **Action Step 5**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead, teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's Unit Assessments.

### **Plan to Monitor Effectiveness of G5.B1.S1**

Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science lead teacher

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's Unit Assessments

**G5.B1.S2** Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons

**Action Step 1**

Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons

**Person or Persons Responsible**

Science Lead Teacher, Science Teachers

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons

**Person or Persons Responsible**

Principal, Assistant Principal, Science Lead Teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.

### Plan to Monitor Effectiveness of G5.B1.S2

Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons

#### Person or Persons Responsible

Principal, Assistant Principal, Science Lead Teacher

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.

**G5.B1.S3** Start science club after school to foster interest and allow for creative thinking beyond curriculum

#### Action Step 1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G5.B1.S3

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion



## Plan to Monitor Effectiveness of G5.B1.S3

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G5.B2 Focusing on lower-level students at expense of furthering higher-level students

**G5.B2.S1** Start science club after school to foster interest and allow for creative thinking beyond curriculum

### Action Step 1

Start science club after school to foster interest and allow for creative thinking beyond curriculum

### Person or Persons Responsible

Principal, Assistant Principal, Science Committee Chair

### Target Dates or Schedule

On-going

### Evidence of Completion

Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments

## Plan to Monitor Fidelity of Implementation of G5.B2.S1

Start science club after school to foster interest and allow for creative thinking beyond curriculum

### Person or Persons Responsible

Principal, Science Committee Chair

### Target Dates or Schedule

On-going

### Evidence of Completion

Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments

### Plan to Monitor Effectiveness of G5.B2.S1

Start science club after school to foster interest and allow for creative thinking beyond curriculum

#### Person or Persons Responsible

Principal, Assistant Principal, Science Committee Chair

#### Target Dates or Schedule

On-going

#### Evidence of Completion

FCAT Science Test 2012-2013

**G6.** Increase the number of students scoring achievement level 3 from 25% to 29% in the area of science.

**G6.B1** Teachers are uncomfortable or inexperienced with teaching science through utilizing inquiry-based activities

**G6.B1.S1** Include weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5.

#### Action Step 1

Weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5.

#### Person or Persons Responsible

Principal, Science Committee Chair, Science Committee grade level representatives, District Science Coach, individual teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

FCAT Science Test 2012-2013, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science Committee Chair,

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

FCAT Science Test 2012-2013, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding

### **Plan to Monitor Effectiveness of G6.B1.S1**

Weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Science Committee Chair

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

FCAT Science Test 2012-2013, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding

**G7.** Parkwood Heights Elementary will increase reading learning gains from 56% to 60% for students identified as being in the lowest 25%

**G7.B1** Professional Development

**G7.B1.S1** Professional development for understanding and analyzing complexity of text used for instruction

**Action Step 1**

Students will increase learning gains and reading proficiency by understanding and analyzing texts

**Person or Persons Responsible**

Teachers, Reading Coach, District Reading Coaches, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

On-going progress monitoring, lesson plans, exit slips and student artifacts.

**Facilitator:**

School- based Reading Coach, District Reading Coaches, Grade level lead reading teachers

**Participants:**

Reading Teachers

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Professional development for understanding and analyzing complexity of text used for instruction

**Person or Persons Responsible**

Principal, Assistant Principal and Reading Coach

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Evidence of use of supplemental text appropriate complexity based on intended purpose. Evidence of efforts to move students to stretch levels.

## Plan to Monitor Effectiveness of G7.B1.S1

Professional development for understanding and analyzing complexity of text used for instruction

### Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

### Target Dates or Schedule

On-going

### Evidence of Completion

Evidence of use of supplemental text appropriate complexity based on intended purpose. Evidence of efforts to move students to stretch levels.

## G7.B1.S2 Professional development for blended implementation of the Common Core K-5

### Action Step 1

Professional development for blended implementation of the Common Core K-5

### Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, District Reading Coaches, Teachers

### Target Dates or Schedule

Early Release trainings, Grade Level planning, PLC Meetings

### Evidence of Completion

Evidence of lesson development, classroom visits/observations, student artifacts, and lesson plans

### Facilitator:

Reading Coach and District Reading Coach

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Professional development for blended implementation of the Common Core K-5

#### **Person or Persons Responsible**

Principal, Assistant Principal, Reading Coach, District Reading Coaches

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Evidence of completion will be determined by administrative review if district assessments and classroom data

### **Plan to Monitor Effectiveness of G7.B1.S2**

Professional development for blended implementation of the Common Core K-5

#### **Person or Persons Responsible**

Principal, Assistant Principal, Reading Coach, District Reading Coaches

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Evidence of completion will be determined by administrative review if district assessments and classroom data

**G7.B1.S3** Professional development for unpacking Common Core State Standards and new district curriculum guides will be provided during early release days and PLC meetings

**Action Step 1**

Professional development for blended implementation of Common Core K-5

**Person or Persons Responsible**

Reading coach and District Coaches

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Evidence of completion will be determined by administrative review of district assessments and classroom data

**Facilitator:**

Reading coach and District Coaches

**Participants:**

Principal, Assistant Principal, Coaches, Teachers, Paras

**Plan to Monitor Fidelity of Implementation of G7.B1.S3**

Professional development

**Person or Persons Responsible**

Principal and Assistant Principal

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Evidence of completion will be determined by administrative review of district assessments and classroom data

### Plan to Monitor Effectiveness of G7.B1.S3

Professional Development for literacy based technology programs

#### Person or Persons Responsible

Principal and Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Evidence of completion will be determined by administrative review of district assessments and classroom data

### G7.B2 Funds

**G7.B2.S1** Acquire business partners to support literacy needs and materials for during and after school programs

#### Action Step 1

Acquire business partners to support literacy needs and materials for during and after school programs

#### Person or Persons Responsible

Principal, Assistant Principal, Teachers, PTA,

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Materials obtained

### Plan to Monitor Fidelity of Implementation of G7.B2.S1

Acquire business partners to support literacy needs and materials for during and after school programs

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Materials obtained



### Plan to Monitor Effectiveness of G7.B2.S1

Acquire business partners to support literacy needs and materials for during and after school programs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Materials obtained

### G7.B3 Attendance for after school programs

**G7.B3.S1** Attendance policy for after school programs. Programs will offer incentives for satisfactory attendance.

**Action Step 1**

Attendance for after school programs

**Person or Persons Responsible**

Principal and after school leaders

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Attendance roster

### Plan to Monitor Fidelity of Implementation of G7.B3.S1

Attendance for after school programs

**Person or Persons Responsible**

Principal, Assistant Principal and after school leaders

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Attendance roster and incentive programs completed

## Plan to Monitor Effectiveness of G7.B3.S1

Attendance Policy

### Person or Persons Responsible

Principal, Assistant principal, After school leaders

### Target Dates or Schedule

On-going

### Evidence of Completion

Attendance roster and incentive program completed

**G8.** Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 69% to 73%.

## G8.B1 Need for professional development

**G8.B1.S1** Professional development for technology based programs and district curriculum guide will be delivered through early release trainings and PLC meetings.

### Action Step 1

Professional Development for technology based programs and rigorous instructional implementation from the new district curriculum guides

### Person or Persons Responsible

School based Coaches and District Coaches

### Target Dates or Schedule

On-going

### Evidence of Completion

Review of district assessments, technology program reports, and classroom assessment data

### Facilitator:

School based Coaches and District Coaches

### Participants:

Principal, Assistant Principal, Coaches, Teachers and Paras

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

Professional development for technology based programs and district curriculum guide will be delivered through early release trainings and PLC meetings.

#### Person or Persons Responsible

Principal, Assistant Principal and District Coaches

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Review of district assessments, technology based program reports and classroom assessment data

### Plan to Monitor Effectiveness of G8.B1.S1

Professional Development

#### Person or Persons Responsible

Principal, Assistant Principal and District Coaches

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Review of district assessments, technology based program reports and classroom assessment data

### G8.B3 Time

**G8.B3.S1** Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation.

#### Action Step 1

Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation

#### Person or Persons Responsible

Principal, Assistant Principal, Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Schedule complete and implementation of remediation

### Plan to Monitor Fidelity of Implementation of G8.B3.S1

Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation.

#### Person or Persons Responsible

Principal, Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Schedule complete and implementation of remediation

### Plan to Monitor Effectiveness of G8.B3.S1

Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation

#### Person or Persons Responsible

Principal and Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Schedule complete and implementation of remediation

**G9. Students scoring at a level 3 in reading will increase from 28% to 35% achievement above proficiency.**

### G9.B1 Funds

#### G9.B1.S1 Acquire business partners

##### Action Step 1

Acquire business partners to increase funds to support literacy

#### Person or Persons Responsible

Principal, Assistant Principal, Coaches, Teachers, PTA

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Materials purchased and implemented

### Plan to Monitor Fidelity of Implementation of G9.B1.S1

Acquire business partners to increase funds to support literacy

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Materials purchased and implemented

### Plan to Monitor Effectiveness of G9.B1.S1

Acquire business partners to increase funds to support literacy

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Materials purchased and implemented

### G9.B2 Limited space, gender specific and grade level specific opportunities for Girls Inc program

#### G9.B2.S1 Girls Inc. after school literacy program for girls in third grade

**Action Step 1**

Girls Inc. after school literacy program for girls in third grade

**Person or Persons Responsible**

Girls Inc, Reading Coach, Principal, and Assistant Principal

**Target Dates or Schedule**

Monday- Friday 3:00- 6:00 August 2013 - June 2014

**Evidence of Completion**

Evidence will be determined by administrative review of district assessments and classroom assessment data.

### **Plan to Monitor Fidelity of Implementation of G9.B2.S1**

Girls Inc. after school literacy program for girls in third grade

#### **Person or Persons Responsible**

Girls Inc, Reading Coach, Principal, and Assistant Principal

#### **Target Dates or Schedule**

Monday- Friday 3:00- 6:00 August 2013 - June 2014

#### **Evidence of Completion**

Evidence will be determined by administrative review of district assessments and classroom assessment data.

### **Plan to Monitor Effectiveness of G9.B2.S1**

Girls Inc. after school literacy program for girls in third grade

#### **Person or Persons Responsible**

Girls Inc facilitator, Reading Coach, Principal, and Assistant Principal

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence will be determined by administrative review of district assessments and classroom assessment data.

### **G9.B3 Limited Success Maker Subscriptions for school**

#### **G9.B3.S1 Limited Success Maker Subscriptions for school**

##### **Action Step 1**

Create a schedule for Success Maker Subscriptions and include after school programs

##### **Person or Persons Responsible**

Teachers, Coaches

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Evidence will be determined by administrative review of district assessments and classroom assessment data

### **Plan to Monitor Fidelity of Implementation of G9.B3.S1**

Create a schedule for Success Maker Subscriptions for school so all classrooms can utilize the program

#### **Person or Persons Responsible**

Principal, Assistant Principal, Coaches,

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence will be determined by administrative review of SuccessMaker reports

### **Plan to Monitor Effectiveness of G9.B3.S1**

Success Maker Subscriptions for school

#### **Person or Persons Responsible**

Principal, Assistant Principal, Coaches,

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence will be determined by administrative review of district assessments and classroom assessment data

**G10.** Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students.

### **G10.B1 Funds**

**G10.B1.S1** School stakeholders will explore ideas for activities that will motivate and enhance student learning using rigorous based literacy activities to include include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources

#### **Action Step 1**

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

#### **Person or Persons Responsible**

Principal and leadership team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Assessments and data of literacy activities implemented

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

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

#### **Person or Persons Responsible**

Principal, Assistant Principal, School Coach, District Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Documentation of activities implemented and teacher made assessments



## Plan to Monitor Effectiveness of G10.B1.S1

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

### Person or Persons Responsible

Principal, Assistant Principal, School Coach, District Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Documentation of activities implemented and teacher made assessments

## G10.B2 Need for professional Development

**G10.B2.S1** Provide professional development to staff to increase the rigor of instruction

### Action Step 1

Increase students scoring at or above achievement levels 4 and 5 by providing professional development to staff to increase the rigor of instruction using district curriculum, focusing on socratic seminars, higher order questioning, and analyzing high level interest reading materials

### Person or Persons Responsible

Reading Coach, District Reading Coach and Lead Reading Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Evidence of completion will be determined by administrative review of district assessments and classroom data

### Facilitator:

Reading Coach, District Reading Coach and Lead Reading Teachers

### Participants:

Reading Teachers

### Plan to Monitor Fidelity of Implementation of G10.B2.S1

Provide professional development to staff to increase the rigor of instruction using district curriculum

#### Person or Persons Responsible

Principal, Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Evidence of completion will be determined by on going progress monitoring, exit slips, lesson plans, student artifacts and data chats

### Plan to Monitor Effectiveness of G10.B2.S1

Provide professional development to staff to increase the rigor of instruction using district curriculum

#### Person or Persons Responsible

Principal, Assistant Principal

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Evidence of completion will be determined by administrative review of district assessments and classroom data

## G11. Students will score at achievement level 3.5 or higher in writing

### G11.B1 Funds for resources

#### G11.B1.S1 Acquire business partners to help fund literacy

##### Action Step 1

Acquire business partners

##### Person or Persons Responsible

Principal, Assistant Principal

##### Target Dates or Schedule

Ongoing through the school year

##### Evidence of Completion

Needed materials purchased

**Plan to Monitor Fidelity of Implementation of G11.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G11.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## G11.B2 professional development

### G11.B2.S1 Professional development training at school and through district training

#### Action Step 1

Professional development training for writing

#### Person or Persons Responsible

school based coach, district coach, teachers

#### Target Dates or Schedule

Ongoing through-out the school year

#### Evidence of Completion

evidence of completion will be determined by administrative review of district assessments and classroom assessment data

#### Facilitator:

School based coach, district coach

#### Participants:

teachers

### Plan to Monitor Fidelity of Implementation of G11.B2.S1

Professional development training at school and through district training

#### Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Literacy Lead teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

evidence of completion will be determined by administrative review of district assessments and classroom assessment data

## Plan to Monitor Effectiveness of G11.B2.S1

Professional development training at school and through district training

### Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Literacy Lead teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

evidence of completion will be determined by administrative review of district assessments and classroom assessment data

## G11.B3 writing background knowledge of students

**G11.B3.S1** Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.

### Action Step 1

Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.

### Person or Persons Responsible

Teachers, coach

### Target Dates or Schedule

During writing block and after school tutoring

### Evidence of Completion

Evidence of completion will be determined by administrative review of district assessments and classroom data

### **Plan to Monitor Fidelity of Implementation of G11.B3.S1**

Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.

#### **Person or Persons Responsible**

Principal, Assistant Principal, School Coach, District Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence of completion will be determined by administrative review of district assessments and classroom data

### **Plan to Monitor Effectiveness of G11.B3.S1**

Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.

#### **Person or Persons Responsible**

Principal, Assistant Principal, School Coach, District Coach

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Evidence of completion will be determined by administrative review of district assessments and classroom data

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Services provided with the use of these funds ensure that we have smaller classroom sizes and additional resources for teachers in subjected areas with noted concerns. They are also used to fund our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/Professional Development. We also fund at least one paraprofessional position that assist teachers in the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.

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

Violence Prevention Programs

CHAMPS is implemented in every classroom throughout Parkwood Heights Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity. We are also planning to utilize the Second Step Program in grades KG – 3rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues. All students at Parkwood Heights Elementary has the option of eating breakfast at no cost. We are a Community Eligibility Option School and part of the Breakfast in the Classroom initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics.

**G1.B2** Implementing i-ready common core during center rotations with fidelity.

**G1.B2.S1** Offer PLC regarding all aspects of center rotation with a major emphasis on i-ready common core for bottom quartile at lease four times a week

### PD Opportunity 1

Utilizing the desegregating component and materials from i-ready in order to implementation into center rotations.

#### Facilitator

Aisha Simmons

#### Participants

Mathematics Teachers

#### Target Dates or Schedule

Common Planning Early Release Training PLC Meetings

#### Evidence of Completion

Data Notebooks Student Group Student Work



**G2.** Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10% in the area of mathematics.

**G2.B1** Identifying appropriate resources that will meet the content limitations as well as NGSSS standards.

**G2.B1.S1** Review vetted resource to differentiate and extend students learning experience. Create resources that will meet the content limitations and NSSS standards.

**PD Opportunity 1**

Explore resources and select appropriate materials for students.

**Facilitator**

Aisha Simmons

**Participants**

Mathematics Teachers

**Target Dates or Schedule**

Common Planning Early Release Training PLC Meeting

**Evidence of Completion**

Ongoing

**G3.** Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics.

**G3.B1** Identifying appropriate materials to increase the complexity level and rigor for students.

**G3.B1.S1** Offer PLC for center rotation that will address all components: desegregating data, selecting appropriate activities, and utilizing vetted resources.

### **PD Opportunity 1**

Explore vetted resources that can be used in the classroom. Develop word problems and performance task that met the content limitation and NGSSS standards

#### **Facilitator**

Math Coach

#### **Participants**

Math Teachers

#### **Target Dates or Schedule**

Early Release Training PLC Meeting

#### **Evidence of Completion**

Sign-in sheets, agendas, materials, and implementation in classrooms.

**G4.** Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics.

**G4.B3** Resources to implement center rotations

**G4.B3.S1** Offer PLC to focus on all components of center rotations: disaggregating data, utilizing i-ready common core materials, and selecting appropriate center activities.

**PD Opportunity 1**

Model how to utilize and implement the components of centers rotations.

**Facilitator**

Math Coach

**Participants**

Math Teachers

**Target Dates or Schedule**

Early Release Training PLC Monthly Meeting

**Evidence of Completion**

Sign-in sheets, agenda, materials, and implementation within classrooms

**G7.** Parkwood Heights Elementary will increase reading learning gains from 56% to 60% for students identified as being in the lowest 25%

**G7.B1** Professional Development

**G7.B1.S1** Professional development for understanding and analyzing complexity of text used for instruction

**PD Opportunity 1**

Students will increase learning gains and reading proficiency by understanding and analyzing texts

**Facilitator**

School- based Reading Coach, District Reading Coaches, Grade level lead reading teachers

**Participants**

Reading Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

On-going progress monitoring, lesson plans, exit slips and student artifacts.

**G7.B1.S2** Professional development for blended implementation of the Common Core K-5

**PD Opportunity 1**

Professional development for blended implementation of the Common Core K-5

**Facilitator**

Reading Coach and District Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Early Release trainings, Grade Level planning, PLC Meetings

**Evidence of Completion**

Evidence of lesson development, classroom visits/observations, student artifacts, and lesson plans

**G7.B1.S3** Professional development for unpacking Common Core State Standards and new district curriculum guides will be provided during early release days and PLC meetings

**PD Opportunity 1**

Professional development for blended implementation of Common Core K-5

**Facilitator**

Reading coach and District Coaches

**Participants**

Principal, Assistant Principal, Coaches, Teachers, Paras

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Evidence of completion will be determined by administrative review of of district assessments and classroom data

**G8.** Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 69% to 73%.

**G8.B1** Need for professional development

**G8.B1.S1** Professional development for technology based programs and district curriculum guide will be delivered through early release trainings and PLC meetings.

**PD Opportunity 1**

Professional Development for technology based programs and rigorous instructional implementation from the new district curriculum guides

**Facilitator**

School based Coaches and District Coaches

**Participants**

Principal, Assistant Principal, Coaches, Teachers and Paras

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Review of district assessments, technology program reports, and classroom assessment data

**G10.** Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students.

**G10.B2** Need for professional Development

**G10.B2.S1** Provide professional development to staff to increase the rigor of instruction

**PD Opportunity 1**

Increase students scoring at or above achievement levels 4 and 5 by providing professional development to staff to increase the rigor of instruction using district curriculum, focusing on socratic seminars, higher order questioning, and analyzing high level interest reading materials

**Facilitator**

Reading Coach, District Reading Coach and Lead Reading Teachers

**Participants**

Reading Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Evidence of completion will be determined by administrative review of district assessments and classroom data

**G11. Students will score at achievement level 3.5 or higher in writing**

**G11.B2 professional development**

**G11.B2.S1 Professional development training at school and through district training**

**PD Opportunity 1**

Professional development training for writing

**Facilitator**

School based coach, district coach

**Participants**

teachers

**Target Dates or Schedule**

Ongoing through-out the school year

**Evidence of Completion**

evidence of completion will be determined by administrative review of district assessments and classroom assessment data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G9.	Students scoring at a level 3 in reading will increase from 28% to 35%achievement above proficiency.	\$421
G11.	Students will score at achievement level 3.5 or higher in writing	\$325
Total		\$746

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
	\$325	\$421	\$746
Total	\$325	\$421	\$746

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G9.** Students scoring at a level 3 in reading will increase from 28% to 35%achievement above proficiency.

#### G9.B1 Funds

##### G9.B1.S1 Acquire business partners

#### Action Step 1

Acquire business partners to increase funds to support literacy

#### Resource Type

Professional Development

#### Resource

Book Talk professional development tool: Teach Like Your Hairs On Fire

#### Funding Source

#### Amount Needed

\$421



**G11. Students will score at achievement level 3.5 or higher in writing**

**G11.B1 Funds for resources**

**G11.B1.S1 Acquire business partners to help fund literacy**

**Action Step 1**

Acquire business partners

**Resource Type**

Evidence-Based Program

**Resource**

Professional Development for teachers/ Lucy Culkins writing workshop

**Funding Source**

**Amount Needed**

\$325