



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Parkway Elementary School

1320 NW 188TH ST

Miami, FL 33169

305-653-0066

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

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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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

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

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

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

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Parkway Elementary School

Principal

Maria Fernandez

School Advisory Council chair

Tiffany McMillian

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

Name	Title
Maria Fernandez	Principal
Althea DaCosta	Assistant Principal
Karen Laing	Mathematics Coach
Patricia Carvil	Reading Coach
Garciela Brown	UTD Steward
Sharonne Kerr	Media Specialist
Marlene Fogelson	Kindergarten Chairperson
Ingeborg Alexander	First Grade Chairperson
Audrie McLennon	Second Grade Chairperson
Genella Barr	Third Grade Chairperson
Octalie Holmes	Fourth Grade Chairperson
Felicia Bowles	Fifth Grade Chairperson
Lauri Sanders	Special Areas Chairperson
Kimberly Rice	SPED Chairperson
Sheara Schwartz	Counselor
Tameika Scott-Smith	Science Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

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

Include each position title and the number of people in that position (i.e.: principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, BCR – 3.....)Maria Fernandez, Principal; Graciela Brown, UTD Steward; Bonevia Duncombe, EESAC Chairperson; Audrie McLennon, Geraldine Howard, Sheronne Kerr, Judith Samuels, Tiffany Wimberly, Ingeborg Alexander, Laurie Sanders, Teachers; Kathy Johnson, Educational Support; Laura Lamy, Student; Clifford Brazier, Giovanna Maldonado, Paulette Parke, BCR.

Involvement of the SAC in the development of the SIP

The SAC was involved in disaggregating the 2013 FCAT and SAT data.

Activities of the SAC for the upcoming school year

EESAC will have monthly meetings to review the SIP.

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

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

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:

Maria Fernandez

Principal	Years as Administrator: 12	Years at Current School:
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Credentials	Master of Science in Counseling; Bachelor of Science in Psychology; Certification in Educational Leadership, Guidance and Counseling K-12
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Performance Record

Althea DaCosta

Asst Principal

Years as Administrator: 5

Years at Current School:

Credentials

Master of Science in TESOL; Bachelor of Science in Elementary Education; Certification in Educational Leadership; Reading K-12, English 5-9

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Laing

Part-time / School-based

Years as Coach: 8

Years at Current School: 2

Areas

Mathematics

Credentials

Bachelor of Science –Psychology; Elementary Education. Certification
Current Candidate- M.Ed.– Educational Leadership;
Certifications: Elementary Education, Psychology, and ESOL Endorsement

Performance Record

Patricia Carvil

Part-time / School-based

Years as Coach: 4

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor of Science, Public Administration, Minor Elementary Education
Master of Science, Reading

Performance Record

Classroom Teachers

of classroom teachers

30

receiving effective rating or higher

30, 100%

Highly Qualified Teachers

83%

certified in-field

30, 100%

ESOL endorsed

19, 63%

reading endorsed

2, 7%

with advanced degrees

13, 43%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

1, 3%

with 6-14 years of experience

15, 50%

with 15 or more years of experience

14, 47%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 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

Partner new teachers with mentor teacher to provide professional development throughout the school year.

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

Pair new teachers with instructional coaches and provide opportunities for teachers to observe model classrooms.

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

Parkway Elementary School's MTSS Leadership Team's purpose is to enhance data collection, and data analysis utilizing Edusoft, problem solving, differentiated assistance and progress monitoring.

The MTSS/Rti Leadership Team will:

- Monitor academic and behavioral progress by addressing the following questions:
 - o What will all students learn? (curriculum based on standards)
 - o What progress is expected in each core area?
 - o How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - o How will wePrincipal : Maria Fernandez-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
 - o How will we respond when students have learned or already know? (enrichment opportunities).
- Gather and analyze data at all Tiers to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular meetings, monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

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

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

Reading Coach: Patricia Carvil-Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and

technical assistance to teachers regarding data-based instructional planning.

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

General Education Teachers: Marlene Fogelson, Ingeborg Alexander, Audrie McLennon, Genella Barr, Octalie Holmes, Felicia Bowles-Provides information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Teachers: Kimberly Rice, Lauri Sanders-Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as inclusion.

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

Parkway Elementary School's MTSS Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. The team regularly monitors the fidelity of the delivery of instruction and intervention. The team also provides tiered levels of support and interventions to students based on data and ongoing progress monitoring.

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

Data is used to guide instructional decisions and systems procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management systems
- Adjust the allocation of school resources
- Drive decision making regarding professional development
- Create student growth trajectories in order to identify and develop interventions
- Utilize Edusoft system to collect data, generate reports, and analyze results of student progress.

Academic data includes:

- CELDistrict professional development and support will include training for all administrators in the MTSS problem solving and data analysis process; providing support for school staff to understand the basic MTSS principles and procedures and providing a network on ongoing support for MTSS organized through feeder patterns.

Support staff will apply MTSS principles and procedures in dealing with student issues and concerns as determined by teacher input, data analysis of student performance and parent concern.

LA

- FAIR Assessment
- FORF (Historical reports)
- Baseline Benchmark Assessment
- Interim Assessments
- District Math and Science Assessments
- FCAT 2.0 Reading, Writing, Math and Science
- Student work
- SAT-10

Behavioral data includes:

- Student Case Management system
- Suspension/Expulsions
- Referrals by student behavior, staff behavior and administrative context
- Office referrals per day/per month
- Staff Climate surveys

- Attendance
- Referrals to Rtl

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

District professional development and support will include training for all administrators in the MTSS problem solving and data analysis process; providing support for school staff to understand the basic MTSS principles and procedures and providing a network on ongoing support for MTSS organized through feeder patterns.

Support staff will apply MTSS principles and procedures in dealing with student issues and concerns as determined by teacher input, data analysis of student performance and parent concern.

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: Extended Day for All Students

Minutes added to school year:

N/A

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Maria Fernandez	Principal
Althea DaCosta	Assistant Principal
Karen Laing	Mathematics Coach
Patricia Carvil	Reading Coach
Graciella Brown	UTD Steward
Marlene Fogelson	Kindergarten Chairperson
Ingeborg Alexander	First Grade Chairperson
Audrie McLennon	Second Grade Chairperson
Genella Barr	Third Grade Chairperson
Octalie Holmes	Fourth Grade Chairperson
Felicia Bowles	Fifth Grade Chairperson

Name	Title
Lauri Sanders	Gifted Chairperson
Kimberly Rice	Sped Teacher
Sheara Schwartz	Guidance Counselor

How the school-based LLT functions

On a monthly basis, the LLT meets to discuss, review, and incorporate additional strategies that align to the major initiatives, such as increase the usage of Reading Plus and Accelerated Reader, for the school year. The team's function is to make school-wide decisions that relate to the consistency and continuous efficient flow of the educational process throughout the school year. The role of the LLT is to provide support and professional development for all teachers. It also implements and discusses strategies to incorporate reading initiatives throughout the school at all levels of instruction

Major initiatives of the LLT

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

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

- To increase the usage of the Reading Plus program.
- To increase student achievement on the 2014 FCAT 2.0 Reading test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development, such as Differentiated Instruction, Unwrapping the Benchmarks, and HOTS, based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web based literacy tools such as online research tools and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Promote literacy across the curriculum through school-wide initiatives such as the reading of a grade appropriate novel per nine weeks for each student.

Every Teacher Contributes to Reading Instruction

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

Every teacher conducts a Read-A-Loud to demonstrate fluency and build vocabulary. Every teacher has a classroom library to promote independent reading. Additionally, every teacher rotates through the Media Center to familiarize the students with libraries and the check-out system

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

The Kindergarten Open House was held on Thursday, August 15, 2013. Registration was conducted throughout the summer months. Parent activities will be held throughout the school year.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	54%	50%	No	59%
American Indian				
Asian				
Black/African American	55%		No	60%
Hispanic				
White				
English language learners	39%		No	45%
Students with disabilities	34%		No	41%
Economically disadvantaged	54%		No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	50%	
Students scoring at or above Achievement Level 4	44	26%	

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)		58%	
Students in lowest 25% making learning gains (FCAT 2.0)		45%	

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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		52%	
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	58%	51%	No	63%
American Indian				
Asian				
Black/African American	59%	52%	No	63%
Hispanic				
White				
English language learners	47%		No	52%
Students with disabilities	47%	31%	No	52%
Economically disadvantaged	59%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	51%	
Students scoring at or above Achievement Level 4	45	26%	

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 %
Learning Gains		72%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	15	45%	
Students scoring at or above Achievement Level 4	10	5%	

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		
Participation in STEM-related experiences provided for students	95	97%	

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	5		
Students retained, pursuant to s. 1008.25, F.S.	22		
Students who are not proficient in reading by third grade	4		
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1		

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Specific Parental Involvement Targets

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

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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N/A

Goals Summary

- G1.** Teachers will increase and infuse complex reading strategies to improve and reinforce reading comprehension across all content areas.
- G2.** All teachers will provide writing opportunities.

Goals Detail

G1. Teachers will increase and infuse complex reading strategies to improve and reinforce reading comprehension across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Highly qualified teachers, instructional coaches, research based materials, administrative support, grade level common planning, intervention plan, curriculum support, professional development plan, learning communities.

Targeted Barriers to Achieving the Goal

- Lack of implementation of intervention with fidelity.
- Lack of quality instruction aligned to standards and delivered through the Gradual Release Model.

Plan to Monitor Progress Toward the Goal

Reviewing data from multiple data sources to analyze growth. Observation of effective instructional delivery infusing complex reading strategies to improve and reinforce reading comprehension across all content areas.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing progress monitoring - after Monthly and District Assessments

Evidence of Completion:

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G2. All teachers will provide writing opportunities.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Highly qualified teachers, nstructional coaches, curriculum support specialist

Targeted Barriers to Achieving the Goal

- Students have limited opportunities to engage in the writing process.

Plan to Monitor Progress Toward the Goal

Reviewing data from multiple data sources to analyze growth. Observation of instructional delivery that provides writing opportunities for students.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule:

Ongoing progress monitoring

Evidence of Completion:

Formative: Monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will increase and infuse complex reading strategies to improve and reinforce reading comprehension across all content areas.

G1.B1 Lack of implementation of intervention with fidelity.

G1.B1.S1 Provide teachers with professional development on research based intervention and resource materials.

Action Step 1

Provide professional development to all instructional staff.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialists, Administrators

Target Dates or Schedule

On-going in common planning, November 4, 2013.

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery, intervention attendance records.

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

Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Professional development agendas, attendance rosters, common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of G1.B1.S1

Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students and teachers Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, Coaches, teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G1.B1.S2 Leadership team will monitor the implementation and fidelity of the intervention plan by conducting walkthroughs, facilitating and observing common planning and provide feedback as needed.

Action Step 1

Identify lowest 45% of students. Share best practices during common planning

Person or Persons Responsible

Instructional coaches and teachers.

Target Dates or Schedule

Ongoing progress monitoring - common planning

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery, intervention attendance records.

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

Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, coaches, and teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Professional development agendas, attendance rosters, ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of G1.B1.S2

Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students and teachers Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning

Person or Persons Responsible

Adminstration, coaches, and teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G1.B2 Lack of quality instruction aligned to standards and delivered through the Gradual Release Model.

G1.B2.S1 Provide teachers with professional development on the Gradual Release Model.

Action Step 1

Provide professional development to all instructional staff.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialists, Administrators

Target Dates or Schedule

On-going in common planning, November 4, 2013.

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery.

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

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Professional development agendas, lesson plans, common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of G1.B2.S1

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, coaches, teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G1.B2.S2 Leadership team will monitor the implementation and fidelity of the Gradual Release Model by conducting walkthroughs, facilitating and observing common planning and provide feedback as needed.

Action Step 1

Identify model classrooms. Exemplar lesson plans during common planning.

Person or Persons Responsible

Instructional coaches and teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning

Person or Persons Responsible

Administration, coaches, and teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Lesson plans ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of G1.B2.S2

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning

Person or Persons Responsible

Administrative, coaches, and teachers

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G2. All teachers will provide writing opportunities.

G2.B1 Students have limited opportunities to engage in the writing process.

G2.B1.S1 Provide professional development in quality writing instruction.

Action Step 1

Provide professional development on the writing process.

Person or Persons Responsible

Instructional coaches and curriculum support specialist

Target Dates or Schedule

Ongoing progress monitoring

Evidence of Completion

Formative: Monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment.

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

Leadership team will observe classroom instruction and review monthly writing prompts reports to ensure progress is being made and adjust instruction as needed in collaboration with the teachers. Conduct writing camps

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing Progress Monitoring Writing Camps - December 13, 2013, January 16, 2014, February 20, 2014

Evidence of Completion

Formative: Monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Leadership team will observe classroom instruction and review monthly writing prompts reports to ensure progress is being made and adjust instruction as needed in collaboration with the teachers. Conduct writing camps

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing Progress Monitoring Writing Camps - December 13, 2013, January 16, 2014, February 20, 2014

Evidence of Completion

Formative: Monthly writing prompts. Summative: 2014 FCAT 2.0 Writing Assessment.

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

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Services at Parkway Elementary School are coordinated with district Dropout Prevention programs. District receives funds to support the Educational Alternative Outreach program

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

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

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

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)
- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

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

through the child's family, school guidance counselor(s) and social worker.

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be implementing a 2011 summer academic enrichment camp for students in four homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST Specialists.
- Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.
- Our school counselor, social worker and TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

Parkway Elementary School complies with all federal, state, and district guidelines for daily nutrition of students and staff. A nutritional breakfast is served to students for no charge on a daily basis to help promote student achievement. Healthy lunches and snacks are served on a daily basis that incorporate all major food groups and promote a healthy life style. Routine and regular exercise programs have been established in physical education classes and the school promotes regular and daily exercise for all students and staff. With the addition of the Fresh Fruits and Vegetables Program through the Food and Nutrition Department, students will be exposed to fresh fruits and vegetables several days a week.

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.

Appendix 2: Budget to Support School Improvement Goals