

St. Lucie Public Schools

Parkway Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Parkway Elementary School

7000 NW SELVITZ RD, Port St Lucie, FL 34983

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Greene, LaTanya	Principal	Responsible for the total school program. Establishes and maintains an effective learning climate in the school. Participates in the selection, evaluation and supervision of all school personnel. Establishes guides for proper student conduct and maintaining student discipline. Supervises the school's teaching process.
Alfonso, Heather	Assistant Principal	
Sherman, Justin	School Counselor	
Rivera, Liz	Math Coach	
Mannarino, Kathleen	Other	
Lecce, Nadine	Instructional Coach	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council meets monthly with school leadership team, teachers, parents, and business partners to review budget and analyze data to determine school improvement goals and allocate resources based on needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monthly MTSS core team meetings.

Weekly grade level data chats.

Weekly leadership team meetings to discuss goals and monitoring.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	10	31	26	26	17	15	0	0	0	125	
One or more suspensions	0	1	3	2	4	0	0	0	0	10	
Course failure in English Language Arts (ELA)	1	9	14	16	0	1	0	0	0	41	
Course failure in Math	1	14	12	23	2	1	0	0	0	53	
Level 1 on statewide ELA assessment	1	18	1	4	26	5	0	0	0	55	
Level 1 on statewide Math assessment	0	27	11	33	19	13	0	0	0	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	20	34	32	20	29	0	0	0	137	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	30	26	34	27	18	0	0	0	136

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	2	4	0	1	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	44	30	39	34	30	28	0	0	0	205	
One or more suspensions	1	1	3	0	2	5	0	0	0	12	
Course failure in ELA	0	0	0	12	0	0	0	0	0	12	
Course failure in Math	0	0	0	12	1	0	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	0	30	38	0	0	0	68	
Level 1 on statewide Math assessment	0	0	0	37	34	26	0	0	0	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	2	3	3	9	13	0	0	0	33	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	3	27	37	34	0	0	0	107

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	1	3	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	44	30	39	34	30	28	0	0	0	205	
One or more suspensions	1	1	3	0	2	5	0	0	0	12	
Course failure in ELA	0	0	0	12	0	0	0	0	0	12	
Course failure in Math	0	0	0	12	1	0	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	0	30	38	0	0	0	68	
Level 1 on statewide Math assessment	0	0	0	37	34	26	0	0	0	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	2	3	3	9	13	0	0	0	33	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	3	27	37	34	0	0	0	107

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	1	3	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	44	53	35	46	56	34		
ELA Learning Gains				58			38		
ELA Lowest 25th Percentile				51			21		
Math Achievement*	60	52	59	41	43	50	36		
Math Learning Gains				61			53		
Math Lowest 25th Percentile				60			32		
Science Achievement*	75	49	54	38	50	59	40		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	75	58	59	29			28		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	50			
AMI				
ASN				
BLK	63			
HSP	57			
MUL	50			
PAC				
WHT	55			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	41			
AMI				
ASN				
BLK	48			
HSP	44			
MUL				
PAC				
WHT	48			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			60			75					75
SWD	23			28			85				5	67
ELL	26			47			69				5	75
AMI												
ASN												
BLK	39			69			70				5	94
HSP	46			56			74				5	64
MUL	30			70							2	
PAC												
WHT	43			53			79				4	
FRL	42			60			75				5	77

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	58	51	41	61	60	38					29
SWD	16	54	63	28	59	58	30					7
ELL	15	49	44	28	58	59	42					29
AMI												
ASN												
BLK	35	62	29	40	73	83	36					24
HSP	28	56	65	36	50	47	39					32
MUL												
PAC												
WHT	37	58		42	64		38					
FRL	29	58	48	40	64	63	39					29

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	38	21	36	53	32	40					28
SWD	10	20	17	12	40	36	17					31
ELL	23	42		25	63		25					28
AMI												
ASN												
BLK	26	42		27	43		15					24
HSP	29	27		30	46		38					31
MUL	50			30								
PAC												
WHT	44	50		48	60		67					
FRL	30	37	20	33	49	31	36					24

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	46%	1%	54%	-7%
04	2023 - Spring	42%	52%	-10%	58%	-16%
03	2023 - Spring	39%	42%	-3%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	52%	9%	59%	2%
04	2023 - Spring	80%	56%	24%	61%	19%
05	2023 - Spring	47%	48%	-1%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	47%	27%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA proficiency is the area that demonstrates the greatest need for improvement. Contributing factors included teacher turnover during the middle of the school year, lack of teacher capacity for new teachers and long-term substitutes and long term effects of COVID 19 pandemic.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading, math, and science all showed increases in proficiency from 21-22 to 22-23 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Exceptional Student Education subgroup showed the greatest gap from the state average. The primary factor that contributed to this was a significant gap in foundational skills that lead to difficulty in success at the level of rigor on grade level standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency showed the greatest improvement from 21-22 to 22-23. Additional time was added to the math block. The math interventionist and math coach provided push in support for small groups and intensive teacher modeling in third and fourth grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of students absent 10% or more days.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increase Reading Proficiency

Close the Achievement gap across subgroups (ESE students)

Decrease chronic absenteeism.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of ELA performance of SWD students is 29%, as evidenced in our 2022-23 EOY ELA PM 3 FAST Assessment Data. We expect our performance level to be 41% for SWD by end of the 2023-24 school year.

Our current level of MATH performance of SWD students is 32%, as evidenced in our 2022-23 EOY ELA PM 3 FAST Assessment Data. We expect our performance level to be 41% for SWD by end of the 2023-24 school year.

To increase intentional collaborative planning between the SWD and GEN ED teachers to minimize curricular barriers in order to better provide access to on grade level curriculum, to utilize data to plan for differentiation/ scaffolded instruction and to focus on strategic small group instruction to increase the achievement of SWD in both MATH and ELA. To increase student discourse by encouraging accountable talk across grade levels and content areas which has been shown to increase student engagement, critical thinking, oral language and to obtain new learning. IEP Teams will use a more systematic and individualized approach to identify research-based inclusive supports, practices and services for SWD in the general education classroom utilizing a proactive problem-solving approach.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of SWD students achieving ELA proficiency will increase 12% as measured by EOY PM 3 FAST ELA Assessment Data.

The percent of SWD students achieving Math proficiency will increase 9% as measured by EOY PM 3 FAST Math Assessment Data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Ongoing monitoring of desired EOY outcomes will occur during weekly grade level data chats and weekly grade level CLPs. The Professional Learning team will continue to engage staff in PD that focuses on the use of research-based teaching strategies to include accountable talk with a focus on differentiation and small group instruction. The Instructional Leadership Team will continue to conduct weekly walkthroughs and track the progress of SWD towards this goal.

Person responsible for monitoring outcome:

Heather Alfonso (heather.alfonso@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Cultivate a school-wide mindset that ensures teachers are engaging in inclusionary teaching practices through intentional planning, differentiation during small group instruction and engagement in rigorous grade level course work and student discourse. Based on the learning gains and trend data of schools with a similar SWD populations. Intervention teachers who work with SWD will utilize Benchmark Advance Intervention which is highly focused instruction to close skill gaps and puts students on the path to mastery. This research-based intervention builds content vocabulary, language, and comprehension.

SAVVAS Math Diagnostic and Intervention System will be utilized for Math intervention and small group instruction. This intervention aligns with the enVisions core curriculum taught in K-5 classrooms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School leaders shared that implementing an inclusion (push-in) model with a focus on differentiation, scaffolded instruction and co-planning as a major contributing factor to increased improvement of SWD. SAVVAS Math Diagnostic and Intervention System reinforces classroom instruction lesson by lesson, based on BEST Standards, promoting concept development, mathematical thinking, reasoning, problem solving, and computation. This intervention allows for reteaching, small group instruction and extending core curriculum topics. Benchmark Advance Intervention effectively scaffolds support of ELA achievement of grade-level expectations in the Benchmark Advance ELA Curriculum.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Specialized ESE and Gen Ed staff to work collaboratively in small group and differentiated instruction. CLP focus on accommodations and inclusion strategies.

Work with the Florida Diagnostic and Learning Resource System to provide diagnostic, instructional, and technology support services to district.

exceptional education programs and families of students with disabilities.

Standards

Professional Development opportunities provided that are related to school district adopted resources and BEST standards.

Classroom Management Systems (CHAMPS, PBIS, Interventions, etc...)

Person Responsible: Kathleen Mannarino (kathleen.mannnarino@stlucieschools.org)

By When: On-going

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A review of attendance data shows a trend of high chronic absenteeism among the Parkway student population as well as a low average daily attendance rate. The school recognizes that positive attendance data correlates to positive academic achievement.

The rate of average daily attendance ranged from (90%) in 2021-2022 and (91%) in 2022-2023 respectively.

Parkway had an (18%) rate of Chronically Absent students in 2018-2019, a (29 %) rate of Chronically Absent students in 2021-2022, and a (30%) rate of Chronically Absent students in 2022 -2023.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least (90%) of a school's population will attend 95% of the school days during the 2023-2024 school year. (9 days or less).

Parkway will achieve an Average Daily Attendance (ADA) rate of (95%) or greater in the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The attendance team, led by the school counselor will meet weekly to review attendance data and determine next steps. Attendance data will be reviewed with teachers at weekly data chats.

Person responsible for monitoring outcome:

Justin Sherman (justin.sherman@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Check & Connect is the only program found to have strong evidence of positive effects on staying in school according to What Works Clearinghouse.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Present attendance action plan and procedures to school staff.

Person Responsible: Justin Sherman (justin.sherman@stlucieschools.org)

By When: Pre school week.

The attendance team, led by the school counselor will meet weekly to review attendance data and determine next steps.

Person Responsible: Justin Sherman (justin.sherman@stlucieschools.org)

By When: Ongoing

Attendance data will be reviewed with teachers at weekly data chats

Monitoring daily attendance (90% or higher)

PST Meetings to develop interventions for at risk students relating to attendance

Attendance tracker to document attendance notes and parent contact

Recognition and attendance awards for perfect attendance

Monitor early warning indicators and iSucceed data

PBIS/CHAMPS/Behavioral Management Systems Implemented and Monitored (School-wide recognition by class at lunch for Rocking Behavior, ClassDojo, Pirate Trading Post to cash in ClassDojo points, Student of Month, Pirate Bucks, Gold Coin incentives for positive behavior that can be used for the book vending machine, GREEN"E" parties for academics, etc...)

Check-In, Check-Out for at risk students for academics & behavior

Behavior Plan PLC (monthly meetings to discuss students that receive tiered support for behavior)

Behavior Intervention Classroom (Restorative Justice, Ripples, and Bouncy)

Person Responsible: Justin Sherman (justin.sherman@stlucieschools.org)

By When: Ongoing

#3. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on last year's increased student proficiencies, differentiated flexible small group instruction was successful. Implementation of small group instruction positively impacts closing achievement gaps in student learning. The school wide focus this year is for every teacher to facilitate data driven small group instruction, five days a week, in groups of five or six students, for minimum of fifteen minutes with students. End of 2022/2023 FAST and Star data results provided a starting point to the crucial need to group students the first week of the new school year. For the current school year, PM1 data, iReady diagnostic 1, and unit assessments, DT Math assessments will provide the data needed to guide the small group instruction in each classroom.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2023, ELA proficiency outcome was 43% and we plan to achieve 50% or higher.
Math proficiency outcome 2023 was 63% and we plan to achieve 65% or higher.
Science proficiency outcome 2023 was 74% and we plan to achieve 75% or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

I-Ready Diagnostic test two times a year.
PM test three times a year
End of Units Assessments
Daily CFU (ELA and Math) to guide small groups instruction.
CLPs- feedback on lesson design and instructional practices

Person responsible for monitoring outcome:

Heather Alfonso (heather.alfonso@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 1: Standards-based ELA, Math, Science instruction using district approved curriculum. Fidelity monitoring by administration and instructional coaches.

Tier 2: Math Small group instruction will utilize Savvas Math Diagnosis and Intervention System along with Savvas Assessment Practice Workbook. ELA Small Group instruction will utilize Benchmark Intervention Resources, Benchmark level readers and Magnetic Reading. Fidelity monitoring by administration, instructional coaches, and school counselors.

Tier 3: individual and small group instruction by interventionist (1 reading, 1 math) using researched based interventions from District's Intervention Matrix. Fidelity monitoring by administration, and school counselors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on John Hattie small group instruction has an effect size of .47 on students learning growth. According to his findings .40 is equivalent to a year growth. By implementing small group instruction, we will be closing learning achievement gaps ensuring students upward trajectory to grade level proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- CLP planning will focus on data review and standards-based instruction
- half day collaborative planning
- progress monitoring unit assessments and DTs
- small group PD
- coaches walkthroughs
- Coach support for teachers
- Feedback to teachers in a timely manner
- CLP protocol...Get Better Faster
- Math Bootcamps for K-5

Person Responsible: Heather Alfonso (heather.alfonso@stlucieschools.org)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Advisory Council meets monthly with school leadership team, teachers, parents, and business partners to review budget and analyze data to determine school improvement goals and allocate resources based on needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus in K-2 will be phonics. Our rationale in focusing on phonics is to strengthen students ability in reading and decoding increasingly complex text fluently and independently. The goal is that over time students will be able to shift their focus to comprehension and building vocabulary.

K- 65%

1st Grade - 53%

2nd Grade - 37%

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our area of focus in 3rd-5th grade ELA will be comprehension. Our rationale in focusing on comprehension is to build a deeper understanding of grade level text across all content areas. The goal is that students are able to understand and apply new knowledge independently.

One or more grades (3,4,5) are below 50% for proficiency in ELA.

3rd Grade- 37%

4th Grade- 45%

5th Grade- 49%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In 2023, 2nd Grade was 37% and we plan to achieve 50% or higher.

Grades 3-5 Measurable Outcomes

The previous outcome 3rd Grade was 37% and we plan to achieve 50% or higher.

4th Grade was 45% and we plan to achieve 50% or higher.

5th Grade was 49% and we plan to achieve 50% or higher.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

I-Ready Diagnostic test two times a year.

PM test three times a year.

End of Units Assessments

Daily CFU (ELA) to guide instruction in the classroom.

CLPs- feedback on lesson design and instructional practices

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Greene, LaTanya, latanya.greene@stlucieschools.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Tier 1 : Standards -based ELA instruction using Benchmark Advance. Fidelity monitoring by administration and instructional coaches.

Tier 2: Small group instruction using iReady Phonics to Reading intervention and Benchmark Phonics Skills Bags. Fidelity monitoring by administration and instructional coaches, and school counselors.

Tier 3: individual and small group instruction by interventionist (1 reading, 1 math) using researched based interventions from District's Intervention Matrix. Fidelity monitoring by administration, and school counselors.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Benchmark Advanced is the adopted text materials for elementary ELA instruction. iReady Phonics to Reading intervention and Benchmark Phonics Skills Bags are researched based intervention designed to provide targeted, differentiated small group instruction. Coaching support for collaborative planning and classroom feedback is part of our district literacy plan. We currently have a highly effective reading interventionists. Both individuals are Reading endorsed with experience in providing tiered intervention and tracking student progress. The practices/programs listed are research proven and have aided in significant improvements with bottom quartile students and school-wide learning gains in ELA.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Monitor implementation and effectiveness of standards-based instruction for whole group, and small group – using monitoring tools (I-Ready Diagnostic, PM testing, CFUs, CLPs, Unit Assessments, K-2 Assessments).

Alfonso, Heather,
heather.alfonso@stlucieschools.org

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP and progress will be shared and disseminated to stakeholders via the following;

Monthly SAC Meetings

Family Nights throughout the year (Title 1 Family Night, Literacy Night, Math Night, etc...)

Monthly Newsletters

School Webpage: <https://schools.stlucie.k12.fl.us/pkw/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Parkway Elementary we will build positive relationships with parents, families and other community stakeholders in order to fulfill our school's mission, support the needs of students and keep parents informed in a variety of ways.

Monthly SAC Meetings

Family Nights to share important information with stakeholders to include but not limited to; school data, SIP plan, goals, mission & vision, curriculum nights, etc...)

Student Led Conferences

Progress Reports
Parent Conferences
IEP Meetings
PST Meetings

School webpage: <https://schools.stlucie.k12.fl.us/pkw/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Daily Instructional Planning

Strategic Scheduling for students and grade levels (departmentalization in grades 3, 4, 5)

Implementation of district approved curriculum daily

Fidelity monitoring (weekly & monthly)

Weekly data chat meetings with teachers/grade groups

Weekly Leadership Meetings to discuss goals and data

Laser focus on small group instruction and differentiation based on student needs

Monitoring students on the iSucceed list-academics, behavior, & attendance.

Hiring qualified staff

Classroom Walk-throughs (formals, informals, glows & grows, immediate feedback, etc..)

School-wide collaboration days for planning prior to the start of each 9 weeks

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school receives support from district Title I and Title III departments for additional staff and resources. The school has a VPK program and utilizes support from the district's VPK program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Parkway provides a full continuum of mental health supports for students and families. We have two fulltime

guidance counselors, and a dedicated school social worker, school psychologist, mental health counselor, and behavior analyst. These mental health professionals provide staff training, classroom lessons, targeted small groups, individual counseling, parent education, and referrals to outside agencies.

The school counselor and ESE Specialist coordinate transition meetings for students entering with IEPs, 504s, behavior plans, safety plans, ESOL plans, or other special needs.

Additional structures to support positive culture and environment:

School based PBIS, School Climate, Sunshine, and Culture and Learning Environment Committees.

District support from the Culture and Learning Environment Department.

Consultant support for Single School Culture.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Transition meetings for students graduating from Parkway are coordinated by the school counselor. Students are guided through the process of selecting elective classes at their middle school. Targeted students who meet criteria are provided information sessions regarding magnet schools, feeder programs. As a Kids at Hope and goal-focused school, data reflection includes setting goals and helping students envision what they want for their future, including steps needed to achieve long-term goals. All students utilize data binders to track their data throughout their year and set long term and short-term goals. All students participate in student-led conferences where they share their goals and reflect on their data with families, school staff, and invited business or community partners.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Culture and Learning Environment is a priority at Parkway, with a protected block of the day focused on direct instruction and practice in social skills, conflict resolution, and other social-emotional domains. With support from the SLPS Culture and Learning Environment Department, we implement curriculum school wide and follow a district developed scope and sequence for daily lessons and activities. Parkway uses Positive Behavior Interventions and Supports (PBIS) school wide to teach expectations, reinforce positive behaviors, and develop a positive classroom and school culture.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school has monthly NEST meetings for new teachers. There are daily CLPs between teachers and coaches for professional planning and learning. Coaches engage in the coaching cycle based on the Get Better Faster framework to support teachers and provide feedback. District provides professional development days and a catalog of scheduled and self-paced trainings for staff.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parkway has a VPK program that supports transitioning Kindergarten students. The Kindergarten team utilizes a separate open house time to welcome families and provide school and grade level specific information.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
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2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No