

# Parkway Elementary School



2014-15 School Improvement Plan

## Parkway Elementary School

7000 NW SELVITZ RD, Port St Lucie, FL 34983

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
80%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
62%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

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

We are a Kids at Hope school. As such our teachers are trained that building relationships with students is paramount to our mission. Without strong relationships students will not take educational risks that are needed to grow academically. Teachers spend the first two weeks of school building classrooms that support students by reviewing rules, routines and procedures.

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

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

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We provide social skills groups to students struggling with social-emotional needs. These include Second Step and High Hopes programs. Our guidance counselor also provides support and

interventions for students who are frequently absent from school. When needed, she provides individual counseling for students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182775>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

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

Our school reaches out to businesses in the community to support our school. We coordinate Parent Teacher nights with businesses so that parents have the opportunity to learn more about community resources and so that businesses share how they can support school programs. We have a relationship with a church in our community that provides us with over 20 volunteers in our classrooms. They have supported our children by providing books during vacation and endless hours of reading support in classrooms. Through local businesses we receive incentives for our students to recognize their academic achievement. They also sponsor school nights that bring our families together and support us financially.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Wilkins, Carolyn	Principal
Goodman, Rebecca	Assistant Principal
Duane, Christine	Instructional Coach
Bailey, Lisa	Instructional Coach

#### Duties

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

Assistant Principal (Rebecca Goodman) serves as an instructional leader and problem solver. She provides professional development as needed to support the school improvement goals. Coaches (Lisa Bailey, Christine Duane) serve as instructional support to classroom teachers. They facilitate collaborative planning, manage classroom resources, and provide monitoring and feedback. Coaches also serve on the school leadership team. Grade level team leaders act as liaisons between administration and classroom teachers. They aid in data collection for their grade level, analysis, and decision making. District level support team (Paul Reif, Dana Worthington, TBA) provide support to the instructional staff as needed.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Carolyn Wilkins	Principal
Craig Perry	Business/Community
	Student

#### Duties

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

##### *Evaluation of last year's school improvement plan*

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

##### *Development of this school improvement plan*

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

##### *Preparation of the school's annual budget and plan*

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

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

N/A

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Duane, Christine	Instructional Coach
Golson, Kimberly	Teacher, K-12
Nason, Melissa	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

Highly qualified teachers are a priority for us. As we endeavor to improve instructional delivery we know the most important factor is the quality instruction provided to students. Resumes are reviewed carefully when filling a vacancy. Every effort is made to higher teachers who will provide excellent instruction in their classroom and contribute to the overall school growth. Teachers are given many opportunities to participate in professional development throughout the year. At the end of the year retention is an important consideration. Adjustments to teaching assignments are made whenever needed so that the best teachers can be retained at our school.

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

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

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

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

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

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

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

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

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Teachers will understand and provide daily standards based differentiated instruction.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Teachers will understand and provide daily standards based differentiated instruction.** 1a

G042279

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- Write From the Beginning, DBQs, Response to Literature, Tier III Interventionist, Instructional Coaches, District coaches, State support, CPALMs, Florida State Assessment Site, Test Item Specs, Florida Standards, IFC, Pacing Guides, Thinking Maps, St. Lucie County Math Toolbox, Classworks, Title I extended school tutorial, Think Central, calendar math, Go Math, Reading Counts, 100 Book Challenge, Journeys, Infinity, leveled bookroom, Fusion for science

**Targeted Barriers to Achieving the Goal** 3

- Understanding of new standards
- Plan and delivery of standards-based instruction

**Plan to Monitor Progress Toward G1.** 8

100% of the teachers deliver standards based lessons with aligned assessments in the classrooms

**Person Responsible**

Rebecca Goodman

**Schedule**

Weekly, from 11/19/2014 to 4/15/2015

**Evidence of Completion**

Classroom walk-through data, observations

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will understand and provide daily standards based differentiated instruction. **1**

 G042279

**G1.B1** Understanding of new standards **2**

 B103110

**G1.B1.S1** Through professional development teachers will learn to embed evidenced-based writing in content areas. **4**

 S114288

#### Strategy Rationale

Writing is embedded in ELA and throughout content areas.

#### Action Step 1 **5**

Teachers will be provided test item specifications.

#### Person Responsible

Lisa Bailey

#### Schedule

On 9/5/2014

#### Evidence of Completion

Check list of teachers who have received the specs

### Action Step 2 5

4th and 5th grade teachers will participate in Response to Literature training.

**Person Responsible**

Carolyn Wilkins

**Schedule**

On 9/9/2014

**Evidence of Completion**

sign in roster

### Action Step 3 5

Coaches and Administrators will work with 4th and 5th grade teachers to unpack the FSS writing standards to embed evidence-based writing in all content areas.

**Person Responsible**

Carolyn Wilkins

**Schedule**

Monthly, from 9/8/2014 to 4/27/2015

**Evidence of Completion**

Sign in sheets from professional learning. Notes from the meeting. A sample evidence-based writing activity.

### Action Step 4 5

4th and 5th grade students will participate in a weekly evidenced-based writing exercise.

**Person Responsible**

Christine Duane

**Schedule**

Weekly, from 9/5/2014 to 2/27/2015

**Evidence of Completion**

Data collection sheets from each class, student samples

**Action Step 5** 5

Descriptive Review of student work samples

**Person Responsible**

Rebecca Goodman

**Schedule**

Monthly, from 9/15/2014 to 2/27/2015

**Evidence of Completion**

Protocol documentation

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

Coaches and administrators will conduct classroom walkthroughs during the writing block to monitor quality instruction.

**Person Responsible**

Carolyn Wilkins

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Classroom walk through trends, student work samples, and lesson plans will be documented and analyzed.

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

Improvement in students' evidenced-based writing achievement

**Person Responsible**

Christine Duane

**Schedule**

Monthly, from 9/5/2014 to 2/27/2015

**Evidence of Completion**

classroom recording sheets will be monitored for improvement

**G1.B1.S2** Through professional development teachers will learn to unpack the standards and interpret the test specifications. 4

 S124028

### Strategy Rationale

The standards are new and teachers need to truly understand the intent of the standards.

### Action Step 1 5

Grade level teams met with coaches and administrators to gain an awareness of the standards and test item specifications and how they are expected to use these for planning standards-based lessons.

#### Person Responsible

Carolyn Wilkins

#### Schedule

On 9/15/2014

#### Evidence of Completion

Sign in sheets. minutes

### Action Step 2 5

Teachers will work in grade level teams with support of coaches and administrators to understand the standards to prepare for instructional delivery.

#### Person Responsible

Lisa Bailey

#### Schedule

Biweekly, from 9/29/2014 to 5/12/2015

#### Evidence of Completion

Completed unpacked standard recording sheet

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

Unpacked standards recording sheet

**Person Responsible**

Carolyn Wilkins

**Schedule**

Biweekly, from 9/30/2014 to 4/8/2015

**Evidence of Completion**

Observation of the grade level meetings by administrators, the recording sheets, sign in sheet from the meeting

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

Administrators will monitor the percent of teachers able to unpack the standards accurately

**Person Responsible**

Carolyn Wilkins

**Schedule**

Biweekly, from 9/29/2014 to 11/24/2014

**Evidence of Completion**

At the end of the first meeting 50% of the teachers will be able to unpack standards in all areas. By the end of the second meeting 75% of the teachers will be able to unpack standards in all areas. By the final meeting, 100% of the teachers will be able to unpack standards in all areas (Unpacking the standards forms will be completed by all teachers.)

**G1.B4 Plan and delivery of standards-based instruction** 2

 B112798

**G1.B4.S1 Plan for the delivery of standards-based instruction** 4

 S124173

**Strategy Rationale**

Plan for lessons so that they are delivered to the full intent of the standard.

**Action Step 1** 5

Coach will facilitate with an identify team member to create an assessment that aligns with the standard.

**Person Responsible**

Lisa Bailey

**Schedule**

Biweekly, from 10/1/2014 to 5/27/2015

***Evidence of Completion***

Schedule, sign in sheets, minutes from the meeting, final assessment products

**Action Step 2** 5

Coaches will facilitate planning with the Backwards Design process.

**Person Responsible**

Christine Duane

**Schedule**

Biweekly, from 10/2/2014 to 5/15/2015

***Evidence of Completion***

Schedule, sign in sheets, minutes from the meeting, Backwards Design protocol sheets

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Lesson plans, alignment of the assessment

**Person Responsible**

Rebecca Goodman

**Schedule**

Weekly, from 10/15/2014 to 5/27/2015

**Evidence of Completion**

Completed lesson plans and assessments aligned with standards

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

By October 15, 60% of the teachers will use lesson plans and assessments aligned with the standard in classrooms.

By October 22, 70% of the teachers will use lesson plans and assessments aligned with the standard in classrooms.

By November 5, 80% of the teachers will use lesson plans and assessments aligned with the standard in classrooms.

By November 19, 100% of the teachers will use lesson plans and assessments aligned with the standard in classrooms.

**Person Responsible**

Rebecca Goodman

**Schedule**

Weekly, from 10/15/2014 to 5/27/2015

**Evidence of Completion**

classroom walk-throughs

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be provided test item specifications.	Bailey, Lisa	9/4/2014	Check list of teachers who have received the specs	9/5/2014 one-time
G1.B1.S2.A1	Grade level teams met with coaches and administrators to gain an awareness of the standards and test item specifications and how they are expected to use these for planning standards-based lessons.	Wilkins, Carolyn	9/15/2014	Sign in sheets. minutes	9/15/2014 one-time

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*Parkway Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Coach will facilitate with an identify team member to create an assessment that aligns with the standard.	Bailey, Lisa	10/1/2014	Schedule, sign in sheets, minutes from the meeting, final assessment products	5/27/2015 biweekly
G1.B1.S1.A2	4th and 5th grade teachers will participate in Response to Literature training.	Wilkins, Carolyn	9/9/2014	sign in roster	9/9/2014 one-time
G1.B1.S2.A2	Teachers will work in grade level teams with support of coaches and administrators to understand the standards to prepare for instructional delivery.	Bailey, Lisa	9/29/2014	Completed unpacked standard recording sheet	5/12/2015 biweekly
G1.B4.S1.A2	Coaches will facilitate planning with the Backwards Design process.	Duane, Christine	10/2/2014	Schedule, sign in sheets, minutes from the meeting, Backwards Design protocol sheets	5/15/2015 biweekly
G1.B1.S1.A3	Coaches and Administrators will work with 4th and 5th grade teachers to unpack the FSS writing standards to embed evidence-based writing in all content areas.	Wilkins, Carolyn	9/8/2014	Sign in sheets from professional learning. Notes from the meeting. A sample evidence-based writing activity.	4/27/2015 monthly
G1.B1.S1.A4	4th and 5th grade students will participate in a weekly evidenced-based writing exercise.	Duane, Christine	9/5/2014	Data collection sheets from each class, student samples	2/27/2015 weekly
G1.B1.S1.A5	Descriptive Review of student work samples	Goodman, Rebecca	9/15/2014	Protocol documentation	2/27/2015 monthly
G1.MA1	100% of the teachers deliver standards based lessons with aligned assessments in the classrooms	Goodman, Rebecca	11/19/2014	Classroom walk-through data, observations	4/15/2015 weekly
G1.B1.S1.MA1	Improvement in students' evidenced-based writing achievement	Duane, Christine	9/5/2014	classroom recording sheets will be monitored for improvement	2/27/2015 monthly
G1.B1.S1.MA1	Coaches and administrators will conduct classroom walkthroughs during the writing block to monitor quality instruction.	Wilkins, Carolyn	9/8/2014	Classroom walk through trends, student work samples, and lesson plans will be documented and analyzed.	5/29/2015 weekly
G1.B4.S1.MA1	By October 15, 60% of the teachers will use lesson plans and assessments aligned with the standard in classrooms. By October 22, 70% of the teachers will use lesson plans and assessments aligned with the standard in classrooms. By November 5, 80% of the teachers will use lesson plans and assessments aligned with the standard in classrooms. By November 19, 100% of the teachers will use lesson plans and assessments aligned with the standard in classrooms.	Goodman, Rebecca	10/15/2014	classroom walk-throughs	5/27/2015 weekly
G1.B4.S1.MA1	Lesson plans, alignment of the assessment	Goodman, Rebecca	10/15/2014	Completed lesson plans and assessments aligned with standards	5/27/2015 weekly
G1.B1.S2.MA1	Administrators will monitor the percent of teachers able to unpack the standards accurately	Wilkins, Carolyn	9/29/2014	At the end of the first meeting 50% of the teachers will be able to unpack standards in all areas. By the end of the second meeting 75% of the teachers will be able to unpack standards in all areas. By the final meeting, 100% of the teachers will be able to unpack standards in all areas (Unpacking the standards forms will be completed by all teachers.)	11/24/2014 biweekly
G1.B1.S2.MA1	Unpacked standards recording sheet	Wilkins, Carolyn	9/30/2014	Observation of the grade level meetings by administrators, the recording sheets, sign in sheet from the meeting	4/8/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will understand and provide daily standards based differentiated instruction.

### **G1.B1** Understanding of new standards

**G1.B1.S1** Through professional development teachers will learn to embed evidenced-based writing in content areas.

#### **PD Opportunity 1**

4th and 5th grade teachers will participate in Response to Literature training.

##### **Facilitator**

Anthony Calzidilla and Josephine Panara-Woodruff

##### **Participants**

4th and 5th grade teachers

##### **Schedule**

On 9/9/2014

#### **PD Opportunity 2**

Coaches and Administrators will work with 4th and 5th grade teachers to unpack the FSS writing standards to embed evidence-based writing in all content areas.

##### **Facilitator**

Coaches and Administrator

##### **Participants**

4th and 5th grade teachers

##### **Schedule**

Monthly, from 9/8/2014 to 4/27/2015

**PD Opportunity 3**

Descriptive Review of student work samples

**Facilitator**

Rebecca Goodman

**Participants**

4th and 5th grade teachers

**Schedule**

Monthly, from 9/15/2014 to 2/27/2015

## Technical Assistance Items

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

**G1.** Teachers will understand and provide daily standards based differentiated instruction.

**G1.B4** Plan and delivery of standards-based instruction

**G1.B4.S1** Plan for the delivery of standards-based instruction

### **PD Opportunity 1**

Coach will facilitate with an identify team member to create an assessment that aligns with the standard.

#### **Facilitator**

#### **Participants**

#### **Schedule**

Biweekly, from 10/1/2014 to 5/27/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0