

Parkwood Heights Elementary School



2014-15 School Improvement Plan

Parkwood Heights Elementary School

1709 LANSDOWNE DR, Jacksonville, FL 32211

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

67%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In collaboration with family and community the mission of Parkwood Heights Elementary is to provide an academically rigorous learning experience in a safe environment.

Provide the school's vision statement

The vision of Parkwood Heights Elementary is to do what is best for children as we develop competent independent learners who are eager to explore the possibilities of what they can become.

School Environment

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

In many cases teachers administer a student inventory during the beginning of the year. After the data from this inventory is analyzed teachers incorporate the finding to enhance the classroom environment and lessons. This strategy with celebrates every child and builds a positive rapport between all stakeholders. Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003; Perry & Weinstein, 1998).

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

The safe and healthy climate at Parkwood Heights Elementary is continuously taught, monitored and adjusted for highest impact. Learning extends outside the core curriculum into areas such as leaning how to behave appropriately. Healthy relationships are built between adults, students and parents, all to support student learning. Both proactive and reactive approaches are used to teach students how to keep their school a safe and educationally effective. Regardless of the time of day, students are always closely supervised. Parkwood Heights goes to great lengths to offer high interest afterschool programs such as The Cathedral Arts Project, Y-Reads and Girls on the Run to keep students actively engaged until they go home.

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

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

The staff at Parkwood Heights “go the extra mile” to meet the social and emotional needs of our students and their families. Sometimes, this includes relying on the partnership with Full Service Schools.

A significant social-emotional gain was made with the full implementation of student uniforms. It is rare for students to come to school without their full uniform, but the school has developed and implements a process to ensure that the student can receive appropriate clothing and get back to their classroom. Having students in uniform has further supported the community feeling at Parkwood Heights, eliminating traditional social-economical differences.

Mentoring and counseling is also a common practice at Parkwood Heights, even by the principal. He learns his students, usually by name and keeps his finger on the pulse of the school through the relationships he builds. Relationships are developed through tutoring, special lunches together, encouragement, and guidance. He serves as a mentor to the students, but also as a role model for other adults at Parkwood Heights. He teaches through example how teachers can (and do) become involved in the lives of their students, ensuring that the social-emotional needs of students are met.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At the conclusion of each grading period the Leadership Team will analyze attendance, discipline and course results for Language Arts and Mathematics. The LT will look for barriers to student success and will discuss ways in which to minimize those barriers.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	2	1	2	2	1	9
One or more suspensions	0	0	1	4	3	5	13
Course failure in ELA or Math	2	1	3	4	3	1	14
Level 1 on statewide assessment	0	0	0	11	18	25	54

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	2	2	1	6

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

Parkwood Heights Elementary has several strategies to reduce the number of students that exhibit. They are parent conferencing, after-school enrichment programs, Full- Service referrals, Guidance Counselor conferences. Parent conferences are held anytime that a student exhibits behaviors that are promoting their achievement. After school enrichment programs sometimes provide an outlet for

students that increases their motivation and desire to perform better in school. Full Service is an community resource that allows schools and parents the opportunity to have a professional meet with them and their child to provide additional support. The Guidance counselor at Parkwood Heights meets with students in small group settings to discuss childhood issues and concerns in an effort to remove barriers to their success.

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/201381>.

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

Parkwood Heights Elementary builds and sustains partnerships with local community by making sure that they are a active part of our school community. We are always looking for opportunities to help a business by giving them our student work to display or having a spirit night at their business. We also send our community partners our newsletter so that they can participate in our school activities.

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
Price, Ashton	Principal
Heybruch, Peggy Sue	Assistant Principal
Clark, Amy	Instructional Coach
Kummernes, Susan	Guidance Counselor
Neil, Kelly	Teacher, K-12

Duties

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

Parkwood Height's Leadership Team meets monthly to discuss and address the on-going concerns of struggling students. Grade levels meet weekly to discuss and implement coordination of students between classrooms needing greater academic assistance and bring their concerns and needs to the leadership Team. Once next steps are developed they are then brought to the shared decision making team to discuss and share. then once all barriers have been removed the next steps are implemented.

Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.

Peggy Sue Heybruch, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.

Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading.

Susan Kummernes, guidance- Leads the social and emotional development aspects of student development.

Kelly Neil, Lead Science Teacher- Helps up develop next steps and look for regarding our Science programs.

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

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

Tier 2 Interventions have been identified for use in Reading/ELA, Math, and Science. Should the student continue to struggle and fails to catch up with his classmates, ie. fails to "close the gap" in a timely manner, the Gen Ed teacher, the CPST and parent meet to address a more intensified Tier 3 Intervention, which involves meeting daily and in an even smaller group size. Should these efforts fail to move the student into the academic range of his peers in an appropriate and timely manner, then the CPST will refer the student to the Multi Resource Disciplinary Team involving district and school personnel to assess and determine eligibility for Exceptional Student Services (ESE). Should eligibility be determined, these students will be provided with continuing academic or emotional/behavioral support provided by our schools ESE resource teachers, driven by data with goals and objectives set forth on the student's Individual Educational Plan (IEP). Resource allocation for funding and staffing of ESE resource teachers is determined by the number of ESE students at our school as well as the number of Tier 3 students needing support. Resource allocation and teacher support systems also involve Genesis, Inform, IM, CGA, DAR, I Ready, FCAT scores and classroom assessments, as well as district and school workshops and information dispersion on the RTI model. Services provided with the use of these funds ensure that we have smaller classroom sizes and additional resources for teachers in subjected areas with noted concerns. They are also used to fund our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/ Professional Development. We also fund at least one paraprofessional position that assist teachers in the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.

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

Violence Prevention Programs

CHAMPS is implemented in every classroom throughout Parkwood Heights Elementary. Teachers

attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity. We are also planning to utilize the Second Step Program in grades KG – 3rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues.

All students at Parkwood Heights Elementary has the option of eating breakfast at no cost. We are a Community Eligibility Option School and part of the Breakfast in the Classroom initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ashton Price	Principal
Patricia Trice	Parent
Leslie Craver	Parent
Madeline Wise	Business/Community
John Brennan	Teacher
Holly New	Parent

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

The SAC from Parkwood Heights Elementary analyzed the data from last year and the SIP.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC participated in the creation of the school's annual budget and plan by helping the Principal identify additional areas of concern and after all personnel decisions were made the SAC helped decide how to allocate additional funds.

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

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

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
Price, Ashton	Principal
Heybruch, Peggy Sue	Assistant Principal
Clark, Amy	Instructional Coach
Kummernes, Susan	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT meets bi-weekly to discuss data, student work, and needed professional development. As well

as develops activities that engages the whole family in reading. The LLT will also look at the student achievement for individual students to determine next steps for instruction.

Ashton Price, Principal- Instructional Leader- Responsible for all aspects of school operation.

Peggy Sue Heybruch, Assistant Principal- Test Coordinator, data mining and assists in instructional planning.

Amy Clark- Reading Coach- Responsible for aspects of Reading and helps with the coaching of best practices in the area of reading. In addition the Reading Coach assists in developing next steps for students.

Susan Kummernes, guidance- Leads the social and emotional development aspects of student development. The guidance counselor also helps the LLT remove barriers to the child success.

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

Team building at Parkwood Heights Elementary for teachers is an important part of our staff development plan, as it provides the time and opportunity to boost morale and recharge our staff, creating a more positive school culture. At each month's faculty meeting, selected teachers are awarded the "Golden Paw Award" for their above-and-beyond efforts.

PLC's are Professional Learning Communities formed by teachers who teach the same subject or grade level. They meet at least once a week to share best practices, lesson plans and methodologies. In this way they give support to each other. This improves peer relationships.

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

Parkwood Heights Elementary will retain highly qualified, certified- in-field, and effective teachers to the school by providing support and assistance through on -going Professional Development delivered by

our Professional Development Facilitator. Foster an environment in which quality teaching is the expectation. Celebrate successes, encourage improvement and maintain the best educational environment possible.

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

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

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

Parkwood Heights Elementary ensures its core instructional programs are aligned to Florida standards by using the standards as a guide when creating lessons. In addition our curriculum guide developed by the District also uses Florida standards as its foundation. The administration of the school analyzes lessons to ensure that all programs and materials are aligned to the Florida 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

The school uses assessment data to determine the effectiveness of instruction with students. If more than 70% of the class masters a task then 30% that did not may receive some differentiated instruction for that particular task while the 70% as an extension task. In addition the student that has not mastered the specific standard or task may be offered an opportunity to come after school for additional time on that particular task.

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: Extended School Day

Minutes added to school year: 3,500

The students will participate in computer based programs to increase proficiency in mathematics and reading. The proposed after school Safety Net program will be held two days a week (Tuesday and Thursday) except for holidays. Students will be recommended by the classroom teacher for participation based on academic need. Differentiated instruction will be provided by Highly Qualified, Parkwood Heights' teachers with oversight by Ashton Price, the schools' Principal.

Strategy Rationale

The computer based program will differentiate instruction based on student need. The additional time on tasks may be necessary for some students to achieve mastery.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Price, Ashton, pricea@duvalschools.org

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

The data is collected and analyzed on a monthly basis to identify trends among the bottom quartile students. The data will also be used to identify whether the student is need of more intensive remediation.

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

Kindergarten Round-Up invitations are sent to various preschools in the area. The prospective kindergarteners participate in a tour of the kindergarten classrooms, story time with the principal, and celebrate with a light snack. Parkwood Heights also coordinates a visit to Arlington Middle for 5th graders to transition them to middle school.

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

NA

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

NA

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

NA

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


- G1.** Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics.
- G2.** Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10% in the area of mathematics.
- G3.** Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics.
- G4.** Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics.
- G5.** Increase the number of students scoring level 4 from 14% to 19% and level 5 from 10% to 13% in the area of science.
- G6.** Increase the number of students scoring achievement level 3 from 25% to 30% in the area of science.
- G7.** Parkwood Heights Elementary will increase reading learning gains from 64% to 69% for students identified as being in the lowest 25%
- G8.** Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 56% to 71%.
- G9.** Students scoring at a level 3 in reading will increase from 28% to 35% achievement above proficiency.
- G10.** Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students.

G11. Students will score at achievement level 4 or higher in writing from 41% 53%.

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. Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics. **1a**

 G043746

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	74.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Students consistently being tardy or absent.
- Implementing i-ready common core during center rotations with fidelity.

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

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

Person Responsible

Ashton Price

Schedule

Every 6 Weeks, from 11/12/2014 to 6/5/2015

Evidence of Completion

Improved scores on various assessments and computer based programs.

G2. Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10% in the area of mathematics. **1a**

G043747

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	24.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G2. **8**

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

Person Responsible

Aisha Simmons

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Student data from curriculum guide assessments and classroom assessments

G3. Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics. 1a

G043748

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	43.0

Resources Available to Support the Goal 2

- Center Rotations

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Ashton Price

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Student work, assessment data, and data chats. This will allow students to be taught at their instructional levels regardless current class ability.

G4. Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics. 1a

G043749

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	59.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Peggy Sue Heybruch

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Increase proficiency among students in areas of weakness for mathematics

G5. Increase the number of students scoring level 4 from 14% to 19% and level 5 from 10% to 13% in the area of science. 1a

G043750

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- After school science club
- Differentiating activities
- Gizmos
- STEM Field Trips
- STARBASE Science/Mathematics Week-long Program

Targeted Barriers to Achieving the Goal 3

- Lack of time for extension activities

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Kelly Neil

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Top quartile students will show gains in number of higher complexity questions correctly answered on quarterly District Curriculum Guide Assessments during first 3 quarters. FCAT Science Test 2014-2015 scores for fourth quarter for final assessment of goal achievement.

G6. Increase the number of students scoring achievement level 3 from 25% to 30% in the area of science.

1a

G043751

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Weekly inquiry-based activities
- Gizmos Simulation-based science software
- District Science Coach

Targeted Barriers to Achieving the Goal 3

- Students arriving in 5th grade have had inconsistent prior science instruction.

Plan to Monitor Progress Toward G6. 8

Post activity assessments, unit assessments, and quarterly CGA assessments showing student growth compared to baseline testing and ongoing assessments.

Person Responsible

Kelly Neil

Schedule

On 6/5/2015

Evidence of Completion

FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding

G7. Parkwood Heights Elementary will increase reading learning gains from 64% to 69% for students identified as being in the lowest 25% **1a**

G043752

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	69.0

Resources Available to Support the Goal **2**

- Technology based programs: Achieve 3000, I-Ready
- After school programs (Girls Inc, Y-Reads, after school tutoring)
- Supplemental materials to be identified through ongoing training
- Novel studies
- High level-interest reading materials
- Higher order questioning
- Field trips
- Reading Interventionist implementing the Barton program

Targeted Barriers to Achieving the Goal **3**

- Professional Development
- Funds
- Attendance for after school programs

Plan to Monitor Progress Toward G7. **8**

Professional Development for literacy based technology programs Achieve 3000, I-Ready Reading

Person Responsible

Schedule

Evidence of Completion

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

G8. Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 56% to 71%. 1a

G043753

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	71.0

Resources Available to Support the Goal 2

- Technology programs: Achieve 3000, I-Ready Reading
- After school reading programs (Girls Inc., Y-Reads, after school tutoring)
- RTI (Response to Intervention)
- Novel studies
- Higher order question stems
- High level-interest reading material
- Reading Interventionist implementation of the Barton reading program

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G8. 8

Professional Development

Person Responsible

Ashton Price

Schedule

Evidence of Completion

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

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

1a

G043754

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	35.0

Resources Available to Support the Goal 2

- Supplemental materials to be identified through training
- Girls Inc. after school literacy program
- Achieve 3000
- I-Ready Reading
- Reading Interventionist / Barton reading program
- Y-Reads after school literacy program

Targeted Barriers to Achieving the Goal 3

- Funds
- Limited space, gender specific and grade level specific opportunities for Girls Inc program
- Limited space for Y-reads program
- Limited amount of students to be seen by reading interventionist

Plan to Monitor Progress Toward G9. 8

Acquire business partners to increase funds to support literacy

Person Responsible

Ashton Price

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Materials purchased and implemented

G10. Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students. 1a

G043755

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	24.0

Resources Available to Support the Goal 2

- Rigorous based literacy activities to include include, but not limited to research projects, readers theatre, author studies, Text Talk, Achieve 3000, I-Ready reading
- Field Trips

Targeted Barriers to Achieving the Goal 3

- Funds
- Need for professional Development

Plan to Monitor Progress Toward G10. 8

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

Person Responsible

Ashton Price

Schedule

Evidence of Completion

Documentation of activities implemented and progress monitoring assessments

G11. Students will score at achievement level 4 or higher in writing from 41% 53%. 1a

G043756

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	53.0

Resources Available to Support the Goal 2

- Write to Learn online writing technology program, Launching the Writers Workshop by Lucy Culkins, DCPS curriculum Guide, Text Talk vocabulary program, Professional development of instruction of writing, Writing Club, Opinion and Persuasive Anchor papers

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G11. 8

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

Person Responsible

Ashton Price

Schedule

Evidence of Completion

Satisfactory achievement on district assessments and classroom assessments

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. Increase the learning gains from 48% to 74% for students identified as apart of the lowest 25% in the area of mathematics. **1**

 G043746

G1.B2 Implementing i-ready common core during center rotations with fidelity. **2**

 B107256

G1.B2.S1 Offer PLC regarding all aspects of center rotation with a major emphasis on i-ready common core for bottom quartile at lease four times a week **4**

 S118643

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Ashton Price

Schedule

Evidence of Completion

Data Notebooks Student Group Student Work

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Ashton Price

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Student work Data Notebook Anecdotal notes from administrators

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Ashton Price

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Data Notebooks Data Chats Student assessment data

G2. Increase the number of students scoring level 4 from 20% to 24% and level 5 from 4% to 10% in the area of mathematics. 1

G043747

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

2

B107257

G2.B1.S1 Review vetted resource to differentiate and extended students learning experience. Create resources that will meet the content limitations and NSSS standards. 4

S118644

Strategy Rationale

This will allow students to be taught at their instructional levels regardless current class ability.

Action Step 1 5

Explore resources and select appropriate materials for students.

Person Responsible

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Ongoing

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Aisha Simmons

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Ashton Price


Schedule

Weekly, from 10/6/2014 to 6/5/2015


Evidence of Completion

Student work, student assessment data, and data chats

G3. Increase the number of students scoring achievement level 3 from 38% to 43% in the area of mathematics. 1

 G043748

G3.B1 Identifying appropriate materials to increase the complexity level and rigor for students. 2

 B107258

G3.B1.S1 Offer PLC for center rotation that will address all components: desegregating data, selecting appropriate activities, and utilizing vetted resources. 4

 S118645

Strategy Rationale

This will allow students to be taught at their instructional levels regardless current class ability.

Action Step 1 5

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

Person Responsible

Ashton Price

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Ashton Price

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

Student work, math journals, and other classroom artifacts.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Ashton Price

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Students proficiency on assessments.

G4. Increase the number of students at or above proficiency from 54% to at least 59% in the area of Mathematics. 1

G043749

G4.B2 Technology support to insure the computers are updated and able to support computer based programs. 2

B107261

G4.B2.S1 The mobile MAC lab will be decomposed and the computers will be distributed to intermediate math teachers. This will increase the number of available computers for center rotations. 4

S118647

Strategy Rationale

This will allow students more access to the computers during center rotations.

Action Step 1 5

Update student laptops. Decompose mobile MAC lab.

Person Responsible

Kelly Neil

Schedule

Evidence of Completion

Students utilizing laptops in mathematics class during center rotations.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Update student laptops. Utilizing laptops during center rotations.

Person Responsible

Kelly Neil

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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

Person Responsible

Ashton Price


Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Discussion of student trends during monthly data chats

G4.B3 Resources to implement center rotations 2

 B107262

G4.B3.S1 Offer PLC to focus on all components of center rotations: disaggregating data, utilizing i-ready common core materials, and selecting appropriate center activities. 4

 S118649

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

PLC Center Rotation

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

PLC Center Rotation

Person Responsible

Schedule


Evidence of Completion

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

G5. Increase the number of students scoring level 4 from 14% to 19% and level 5 from 10% to 13% in the area of science. 1

 G043750

G5.B1 Lack of time for extension activities 2

 B107264

G5.B1.S1 Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities 4

 S118653

Strategy Rationale

Tailoring activities to a student's ability level allows them to be creative in their thinking process and strengthen their higher-order problem solving skills.

Action Step 1 5

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

Person Responsible

Ashton Price

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Evaluation of lesson plans for planned activities tailored for higher-level students.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

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

Person Responsible

Kelly Neil

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

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

Person Responsible

Kelly Neil

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

G5.B1.S2 Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons 4

 S118654

Strategy Rationale

Gizmos allow the teachers to run simulations of experiments that they otherwise would not be able to do in class. By not limiting their use to only curriculum specific concepts, higher level students extend their critical thinking and also build connections between concepts that are not normally explored at this academic stage. This in turn develops a deeper understanding of the grade level curriculum.

Action Step 1 5

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

Person Responsible

Kelly Neil

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

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

Person Responsible

Kelly Neil

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

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

Person Responsible

Kelly Neil


Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

G5.B1.S3 Start science club after school to foster interest and allow for creative thinking beyond curriculum 4

 S118655

Strategy Rationale

This will increase student interest in the subject by allowing them to engage in investigations and engineering tasks that extend beyond the level of general instruction or are not capable in a normal classroom setting. Also the smaller group size contributes to more direct interaction with the instructor.

Action Step 1 5

Organize an after school science club that meets weekly

Person Responsible

Kelly Neil

Schedule

Weekly, from 10/7/2014 to 4/21/2015

Evidence of Completion

Students will be chosen from top 25% of Baseline Science diagnostic scores to participate. After school program will utilize the Engineering is Elementary program from the Museum of Science in Boston. Students will complete multiple tasks building to an engineering task designed to solve a real-world problem.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Observe the students' capabilities to apply science concepts in engineering a solution to a real-world problem.

Person Responsible

Kelly Neil

Schedule

Quarterly, from 10/7/2014 to 4/21/2015

Evidence of Completion

Track same students' scores on classroom assessments and compare to high level students unable to attend club for increase of number of high-complexity questions correctly answered.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Principal will observe and interact in weekly club meetings at least once a month.

Person Responsible

Ashton Price

Schedule

Monthly, from 10/7/2014 to 4/21/2015

Evidence of Completion

Principal will make anecdotal notes on visits.

G6. Increase the number of students scoring achievement level 3 from 25% to 30% in the area of science. 1

G043751

G6.B1 Students arriving in 5th grade have had inconsistent prior science instruction. 2

B107266

G6.B1.S1 Include weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5. 4

S118657

Strategy Rationale

Action Step 1 5

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

Person Responsible

Kelly Neil

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding.

Action Step 2 5

Lesson plans reflect use of inquiry-based activities.

Person Responsible

Ashton Price

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans will be monitored and evaluated to ensure inquiry-based activities are planned.

Action Step 3 5

Observation of inquiry-based activities in use in classrooms

Person Responsible

Ashton Price

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Anecdotal notes about observations of implementation.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Minimum monthly informal observations of each grade level.

Person Responsible

Ashton Price

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Anecdotal notes of observations, CAST evaluations reflecting growth of teachers utilizing inquiry-based activities.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Post activity assessments, unit assessments, and quarterly CGA assessments of student understanding.

Person Responsible

Kelly Neil


Schedule

Quarterly, from 9/1/2014 to 6/5/2015


Evidence of Completion

FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding


G7. Parkwood Heights Elementary will increase reading learning gains from 64% to 69% for students identified as being in the lowest 25% **1**

 G043752

G7.B1 Professional Development **2**

 B107267

G7.B1.S1 Professional development for understanding and analyzing complexity of text used for instruction **4**

 S118658

Strategy Rationale

This will allow teachers to implement strategies to teach students how read complex text.

Action Step 1 **5**

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

Person Responsible

Ashton Price

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

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

Person Responsible

Ashton Price

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

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

Person Responsible


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G7.B1.S2 Professional development for implementation of the Florida Standards 3-5 4

 S118659

Strategy Rationale

This will allow teachers to gain deep knowledge of the new Florida State Standards

Action Step 1 5

Professional development for implementation of the LAFS K-5

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Professional development for implementation of the LAFS K-5

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Professional development for blended implementation of the LAFS K-5

Person Responsible

Schedule

Evidence of Completion

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

G7.B1.S3 K-5 Professional development for unpacking the new Florida State Standards and district curriculum guides will be provided during early release days and PLC meetings 4

 S118660

Strategy Rationale

This will allow teachers to gain deep knowledge of the new Florida State Standards

Action Step 1 5

Professional development for blended implementation of Common Core K-5

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Professional development

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Professional Development for literacy based technology programs


Person Responsible

Schedule

Evidence of Completion

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

G7.B2 Funds 2

 B107268

G7.B2.S1 Acquire business partners to support literacy needs and materials for during and after school programs 4

 S118661

Strategy Rationale

After school resources are need for tutoring.

Action Step 1 5

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

Person Responsible

Ashton Price

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Materials obtained

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Materials obtained

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

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


Person Responsible

Schedule


Evidence of Completion

Materials obtained

G7.B3 Attendance for after school programs 2

 B107269

G7.B3.S1 Attendance policy for after school programs. Programs will offer incentives for satisfactory attendance. 4

 S118662

Strategy Rationale

Students need incentives to stay after school for tutoring.

Action Step 1 5

Attendance for after school programs

Person Responsible

Ashton Price

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance roster

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Attendance for after school programs

Person Responsible

Schedule

Evidence of Completion

Attendance roster and incentive programs completed

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Attendance Policy

Person Responsible

Schedule


Evidence of Completion

Attendance roster and incentive program completed

G8. Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 56% to 71%. **1**

 G043753

G8.B1 Need for professional development **2**

 B107270

G8.B1.S1 Professional development for LAFS, technology based programs and district curriculum guides will be delivered through early release trainings and PLC meetings. **4**

 S118663

Strategy Rationale

K-5 Professional development for unpacking the new Florida State Standards and district curriculum guides will be provided during early release days and PLC meetings

Action Step 1 **5**

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

Person Responsible

Ashton Price

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G8.B1.S1 **6**

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

Person Responsible

Ashton Price

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Professional Development

Person Responsible

Ashton Price

Schedule

Evidence of Completion

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

G8.B3 Time 2

 B107272

G8.B3.S1 Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation. 4

 S118665

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Schedule complete and implementation of remediation

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Schedule complete and implementation of remediation

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

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

Person Responsible

Schedule

Evidence of Completion

Schedule complete and implementation of remediation

G9. Students scoring at a level 3 in reading will increase from 28% to 35% achievement above proficiency. 1

G043754

G9.B1 Funds 2

B107273

G9.B1.S1 Acquire business partners 4

S118666

Strategy Rationale

The school will acquire business partners to establish funds to buy extra materials needed for morning and afternoon tutoring.

Action Step 1 5

Acquire business partners to increase funds to support literacy

Person Responsible

Ashton Price

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Materials purchased and implemented

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Acquire business partners to increase funds to support literacy

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Materials purchased and implemented

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Acquire business partners to increase funds to support literacy

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Materials purchased and implemented

G9.B2 Limited space, gender specific and grade level specific opportunities for Girls Inc program 2

 B107274

G9.B2.S1 Girls Inc. after school literacy program for girls in third grade 4

 S118667

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G9.B3 Limited space for Y-reads program 2

B107275

G9.B3.S1 Limited Success Maker Subscriptions for school 4

S118668

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Evidence will be determined by administrative review of SuccessMaker reports

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Success Maker Subscriptions for school

Person Responsible

Schedule

Evidence of Completion

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

G10. Parkwood Heights Elementary will continue to maintain or increase the number of students scoring at or above achievement level 4 from 20% to 24% and level 5 from 8% to 12% in reading and provide enrichment to these students. 1

G043755

G10.B1 Funds 2

B107276

G10.B1.S1 School stakeholders will explore ideas for activities that will motivate and enhance student learning using rigorous based literacy activities to include include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources 4

S118669

Strategy Rationale

Parkwood Heights Elementary needs motivation ideas needed to enhance student learning.

Action Step 1 5

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

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Assessments and data of literacy activities implemented

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

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

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Documentation of activities implemented and teacher made assessments

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

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

Person Responsible

Ashton Price


Schedule

Quarterly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Documentation of activities implemented and teacher made assessments

G10.B2 Need for professional Development **2**

 B107277

G10.B2.S1 Provide professional development to staff to increase the rigor of instruction **4**

 S118670

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G10.B2.S1 **6**

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G11. Students will score at achievement level 4 or higher in writing from 41% 53%. 1

 G043756

G11.B1 Funds for resources 2

 B107278

G11.B1.S1 Acquire business partners to help fund literacy 4

 S118671

Strategy Rationale

Parkwood Heights will acquire business partners to help fund extra materials for before and after school tutoring.

Action Step 1 5

Acquire business partners

Person Responsible

Ashton Price

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Needed materials purchased

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Person Responsible

Ashton Price

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G11.B2 professional development 2

 B107279

G11.B2.S1 Professional development training for LAFS at school and through district training 4

 S118672

Strategy Rationale

Professional development is needed for teachers to understand and implement the new LAFS.

Action Step 1 5

Professional development training for writing

Person Responsible

Ashton Price

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B2.S1 6

Professional development training at school and through district training

Person Responsible

Ashton Price

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G11.B2.S1 7

Professional development training at school and through district training

Person Responsible


Ashton Price

Schedule


Evidence of Completion

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

G11.B3 writing background knowledge of students **2**

 B107280

G11.B3.S1 Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide. **4**

 S118673

Strategy Rationale

Students are not proficient using sentence correct sentence structure.

Action Step 1 **5**

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

Person Responsible

Ashton Price

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B3.S1 **6**

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G11.B3.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G11.B3.S2 Increase vocabulary and mature use of language by using context clues from authentic literary text. 4

 S118674

Strategy Rationale

Students have a limited vocabulary.

Action Step 1 5

Increase vocabulary and mature use of language by using context clues from authentic literary text.

Person Responsible

Ashton Price

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B3.S2 6

Increase vocabulary and mature use of language by using context clues from authentic literary text.

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G11.B3.S2 7

Increase vocabulary and mature use of language by using context clues from authentic literary text.

Person Responsible

Schedule

Evidence of Completion

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

G11.B3.S3 Planning, organizing and utilizing writing strategies by using graphic organizers for each genre. **4**

 S118675

Strategy Rationale

Students are lacking organizational skills with with writing.

Action Step 1 **5**

Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.

Person Responsible

Ashton Price

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B3.S3 **6**

Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G11.B3.S3 7

Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.

Person Responsible

Schedule

Evidence of Completion

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

G11.B3.S4 Craft and skill lesson will be taught and evidenced student work. 4

 S118676

Strategy Rationale

Students are not proficient with writing skills and craft.

Action Step 1 5

Craft and skill lesson will be taught and evidenced student work.

Person Responsible

Ashton Price

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G11.B3.S4 6

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

Person Responsible

Schedule

Evidence of Completion

Satisfactory achievement on district assessments and classroom assessments

Plan to Monitor Effectiveness of Implementation of G11.B3.S4 7

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

Person Responsible

Schedule

Evidence of Completion

Satisfactory achievement on district assessments and classroom assessments

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.B2.S1.A1	Utilizing the desegregating component and materials from i-ready in order to implementation into center rotations.	Price, Ashton	Data Notebooks Student Group Student Work	one-time	
G2.B1.S1.A1	Explore resources and select appropriate materials for students.		10/6/2014	Ongoing	6/5/2015 monthly
G3.B1.S1.A1	Explore vetted resources that can be used in the classroom. Develop word problems and performance task that met the content limitation and NGSSS standards	Price, Ashton	10/6/2014	Sign-in sheets, agendas, materials, and implementation in classrooms.	6/5/2015 daily
G4.B2.S1.A1	Update student laptops. Decompose mobile MAC lab.	Neil, Kelly	10/29/2014	Students utilizing laptops in mathematics class during center rotations.	one-time
G4.B3.S1.A1	Model how to utilize and implement the components of centers rotations.		Sign-in sheets, agenda, materials, and	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			implementation within classrooms		
G5.B1.S1.A1	Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities	Price, Ashton	9/1/2014	Evaluation of lesson plans for planned activities tailored for higher-level students.	6/5/2015 weekly
G5.B1.S2.A1	Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons.	Neil, Kelly	9/1/2014	Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.	6/5/2015 quarterly
G5.B1.S3.A1	Organize an after school science club that meets weekly	Neil, Kelly	10/7/2014	Students will be chosen from top 25% of Baseline Science diagnostic scores to participate. After school program will utilize the Engineering is Elementary program from the Museum of Science in Boston. Students will complete multiple tasks building to an engineering task designed to solve a real-world problem.	4/21/2015 weekly
G6.B1.S1.A1	Weekly inquiry-based activities to provide experiences that will strengthen Nature of Science skills. Gizmos used in grades 3-5.	Neil, Kelly	9/1/2014	FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding.	6/5/2015 weekly
G7.B1.S1.A1	Students will increase learning gains and reading proficiency by understanding and analyzing texts	Price, Ashton	8/18/2014	On-going progress monitoring, lesson plans, exit slips and student artifacts.	6/5/2015 monthly
G7.B1.S2.A1	Professional development for implementation of the LAFS K-5		Evidence of lesson development, classroom visits/ observations, student artifacts, and lesson plans	biweekly	
G7.B1.S3.A1	Professional development for blended implementation of Common Core K-5		Evidence of completion will be determined by administrative review of of district assessments and classroom data	once	
G7.B2.S1.A1	Acquire business partners to support literacy needs and materials for during and after school programs	Price, Ashton	8/18/2014	Materials obtained	6/5/2015 monthly
G7.B3.S1.A1	Attendance for after school programs	Price, Ashton	8/18/2014	Attendance roster	6/5/2015 monthly
G8.B1.S1.A1	Professional Development for LAFS, technology based programs and rigorous instructional implementation from the new district curriculum guides	Price, Ashton	8/18/2014	Review of district assessments, technology program reports, and classroom assessment data	6/5/2015 monthly
G8.B3.S1.A1	Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation		Schedule complete and implementation of remediation	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S1.A1	Acquire business partners to increase funds to support literacy	Price, Ashton	8/18/2014	Materials purchased and implemented	6/5/2015 semiannually
G9.B2.S1.A1	GIrls Inc. after school literacy program for girls in third grade		Evidence will be determined by administrative review of district assessments and classroom assessment data.	once	
G9.B3.S1.A1	Create a schedule for Success Maker Subscriptions and include after school programs		Evidence will be determined by administrative review of district assessments and classroom assessment data	once	
G10.B1.S1.A1	Evaluate the ideas presented by individuals and group, then begin to plan for the implementation of accessible and feasible activities	Price, Ashton	8/18/2014	Assessments and data of literacy activities implemented	6/5/2015 quarterly
G10.B2.S1.A1	Increase students scoring at or above achievement levels 4 and 5 by providing professional development to staff to increase the rigor of instruction using district curriculum, focusing on socratic seminars, higher order questioning, and analyzing high level interest reading materials		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B1.S1.A1	Acquire business partners	Price, Ashton	8/18/2014	Needed materials purchased	6/5/2015 quarterly
G11.B2.S1.A1	Professional development training for writing	Price, Ashton	8/18/2014	The evidence of completion will be determined by administrative review of district assessments and classroom assessment data	6/5/2015 biweekly
G11.B3.S1.A1	Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.	Price, Ashton	8/18/2014	Evidence of completion will be determined by administrative review of district assessments and classroom data	6/5/2015 biweekly
G11.B3.S2.A1	Increase vocabulary and mature use of language by using context clues from authentic literary text.	Price, Ashton	8/18/2014	Evidence of completion will be determined by administrative review of district assessments and classroom data	6/5/2015 biweekly
G11.B3.S3.A1	Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.	Price, Ashton	8/18/2014	Evidence of completion will be determined by administrative review of district assessments and classroom data	6/5/2015 biweekly
G11.B3.S4.A1	Craft and skill lesson will be taught and evidenced student work.	Price, Ashton	8/18/2014	Evidence of completion will be determined by administrative review of district assessments and classroom data	6/5/2015 biweekly
G6.B1.S1.A2	Lesson plans reflect use of inquiry-based activities.	Price, Ashton	9/1/2014	Teacher lesson plans will be monitored and evaluated to ensure inquiry-based activities are planned.	6/5/2015 weekly
G6.B1.S1.A3	Observation of inquiry-based activities in use in classrooms	Price, Ashton	9/1/2014	Anecdotal notes about observations of implementation.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	The students progression toward the goal will be monitored via curriculum guide assessments and othe other assessments.	Price, Ashton	11/12/2014	Improved scores on various assessments and computer based programs.	6/5/2015 every-6-weeks
G1.B2.S1.MA1	Strategies will be monitored for effectiveness through student work and assessments.	Price, Ashton	10/6/2014	Data Notebooks Data Chats Student assessment data	6/5/2015 weekly
G1.B2.S1.MA1	Strategies will be monitored for fidelity via data notebooks, student work from center rotations, and class observations/focus walks during center rotations.	Price, Ashton	10/6/2014	Student work Data Notebook Anecdotal notes from administrators	6/5/2015 biweekly
G2.MA1	Student data will be analyzed on a regular basis to determine the progression made towards meeting the identified goal.	Simmons, Aisha	10/6/2014	Student data from curriculum guide assessments and classroom assessments	6/5/2015 monthly
G2.B1.S1.MA1	The strategy will be monitored for effectiveness via class observation, student work, and student assessment data.	Price, Ashton	10/6/2014	Student work, student assessment data, and data chats	6/5/2015 weekly
G2.B1.S1.MA1	This strategy will be monitored during classroom instruction and center rotation.	Simmons, Aisha	10/6/2014	Student work, math journals, assessment data, and focus walks/ observations.	6/5/2015 weekly
G3.MA1	Student data will be analyzed monthly to determine the progress toward meeting our goals.	Price, Ashton	10/6/2014	Student work, assessment data, and data chats. This will allow students to be taught at their instructional levels regardless current class ability.	6/5/2015 weekly
G3.B1.S1.MA1	The effectiveness will be monitored via student data from computer based programs and Curriculum Guide Assessments.	Price, Ashton	10/6/2014	Students proficiency on assessments.	6/5/2015 weekly
G3.B1.S1.MA1	The strategies will be monitored during classroom observations or focus walks.	Price, Ashton	10/6/2014	Student work, math journals, and other classroom artifacts.	6/5/2015 daily
G4.MA1	Student data will be monitored continuously in order to drive classroom instruction.	Heybruch, Peggy Sue	10/6/2014	Increase proficiency among students in areas of weakness for mathematics	6/5/2015 weekly
G4.B2.S1.MA1	This strategy will be monitored via student data from computer based programs.	Price, Ashton	10/6/2014	Discussion of student trends during monthly data chats	6/5/2015 weekly
G4.B2.S1.MA1	Update student laptops. Utilizing laptops during center rotations.	Neil, Kelly	10/29/2014	Utilizing laptops during center rotations. Monitoring student data from computer based programs utilized during center rotations.	one-time
G4.B3.S1.MA1	PLC Center Rotation		PLC Sign-In Sheet, agenda, materials, and implementation in classroom.	once	
G4.B3.S1.MA1	PLC Center Rotation		PLC Sign-In Sheet, agenda, materials, and implementation in classroom	once	
G5.MA1	Students scoring at or above Achievement Levels 4 and 5 in science	Neil, Kelly	9/1/2014	Top quartile students will show gains in number of higher complexity questions correctly answered on quarterly District Curriculum Guide Assessments during first 3 quarters. FCAT Science Test 2014-2015	6/5/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				scores for fourth quarter for final assessment of goal achievement.	
G5.B1.S1.MA1	Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities	Neil, Kelly	9/1/2014	Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's Unit Assessments	6/5/2015 quarterly
G5.B1.S1.MA1	Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities	Neil, Kelly	9/1/2014	Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's Unit Assessments.	6/5/2015 quarterly
G5.B1.S2.MA1	Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons	Neil, Kelly	9/1/2014	Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.	6/5/2015 monthly
G5.B1.S2.MA1	Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons	Neil, Kelly	9/1/2014	Data from Gizmo extension activities. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District CGA's and Unit Assessments.	6/5/2015 monthly
G5.B1.S3.MA1	Principal will observe and interact in weekly club meetings at least once a month.	Price, Ashton	10/7/2014	Principal will make anecdotal notes on visits.	4/21/2015 monthly
G5.B1.S3.MA1	Observe the students' capabilities to apply science concepts in engineering a solution to a real-world problem.	Neil, Kelly	10/7/2014	Track same students' scores on classroom assessments and compare to high level students unable to attend club for increase of number of high-complexity questions correctly answered.	4/21/2015 quarterly
G6.MA1	Post activity assessments, unit assessments, and quarterly CGA assessments showing student growth compared to baseline testing and ongoing assessments.	Neil, Kelly	9/1/2014	FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding	6/5/2015 one-time
G6.B1.S1.MA1	Post activity assessments, unit assessments, and quarterly CGA assessments of student understanding.	Neil, Kelly	9/1/2014	FCAT Science Test 2014-2015, Quarterly District Curriculum Guide Assessments along with post-activity assessments will provide evidence of deeper understanding	6/5/2015 quarterly
G6.B1.S1.MA1	Minimum monthly informal observations of each grade level.	Price, Ashton	9/1/2014	Anecdotal notes of observations, CAST evaluations reflecting growth of teachers utilizing inquiry-based activities.	6/5/2015 monthly
G7.MA1	Professional Development for literacy based technology programs Achieve 3000, I-Ready Reading		Evidence of completion will be determined by administrative review of district assessments and classroom data	monthly	
G7.B1.S1.MA1	Professional development for understanding and analyzing complexity of text used for instruction		8/18/2014	Evidence of use of supplemental text appropriate complexity based on intended purpose. Evidence of efforts to move students to stretch levels.	6/5/2015 monthly
G7.B1.S1.MA1	Professional development for understanding and analyzing complexity of text used for instruction	Price, Ashton	9/1/2014	Evidence of use of supplemental text appropriate complexity based on intended purpose. Evidence of efforts to move students to stretch levels.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B2.S1.MA1	Acquire business partners to support literacy needs and materials for during and after school programs		Materials obtained	once	
G7.B2.S1.MA1	Acquire business partners to support literacy needs and materials for during and after school programs		Materials obtained	once	
G7.B3.S1.MA1	Attendance Policy		Attendance roster and incentive program completed	once	
G7.B3.S1.MA1	Attendance for after school programs		Attendance roster and incentive programs completed	once	
G7.B1.S2.MA1	Professional development for blended implementation of the LAFS K-5		Evidence of completion will be determined by administrative review if district assessments and classroom data	one-time	
G7.B1.S2.MA1	Professional development for implementation of the LAFS K-5		Evidence of completion will be determined by administrative review if district assessments and classroom data	biweekly	
G7.B1.S3.MA1	Professional Development for literacy based technology programs		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G7.B1.S3.MA1	Professional development		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G8.MA1	Professional Development	Price, Ashton	Review of district assessments, technology based program reports and classroom	monthly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			assessment data		
G8.B1.S1.MA1	Professional Development	Price, Ashton	Review of district assessments, technology based program reports and classroom assessment data	monthly	
G8.B1.S1.MA1	Professional development for LAFS, technology based programs and district curriculum guide will be delivered through early release trainings and PLC meetings.	Price, Ashton	Review of district assessments, technology based program reports and classroom assessment data	monthly	
G8.B3.S1.MA1	Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation		Schedule complete and implementation of remediation	once	
G8.B3.S1.MA1	Create a schedule to establish time for RTI collaboration on grade levels to allow coordination and combined efforts for remediation.		Schedule complete and implementation of remediation	once	
G9.MA1	Acquire business partners to increase funds to support literacy	Price, Ashton	8/18/2014	Materials purchased and implemented	6/5/2015 semiannually
G9.B1.S1.MA1	Acquire business partners to increase funds to support literacy	Price, Ashton	8/18/2014	Materials purchased and implemented	6/5/2015 quarterly
G9.B1.S1.MA1	Acquire business partners to increase funds to support literacy	Price, Ashton	8/18/2014	Materials purchased and implemented	6/5/2015 quarterly
G9.B2.S1.MA1	Girls Inc. after school literacy program for girls in third grade		Evidence will be determined by administrative review of district assessments and classroom assessment data.	once	
G9.B2.S1.MA1	Girls Inc. after school literacy program for girls in third grade		Evidence will be determined by administrative review of district assessments and classroom assessment data.	once	
G9.B3.S1.MA1	Success Maker Subscriptions for school		Evidence will be determined by administrative review of district assessments and classroom	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			assessment data		
G9.B3.S1.MA1	Create a schedule for Success Maker Subscriptions for school so all classrooms can utilize the program		Evidence will be determined by administrative review of SuccessMaker reports	once	
G10.MA1	Teachers implemented activities to motivate and enhance student learning by using rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources	Price, Ashton	Documentation of activities implemented and progress monitoring assessments	monthly	
G10.B1.S1.MA1	Activities to motivate and enhance student learning by using rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources	Price, Ashton	8/18/2014	Documentation of activities implemented and teacher made assessments	6/5/2015 quarterly
G10.B1.S1.MA1	Activities to motivate and enhance student learning by using rigorous based literacy activities will be implemented to include, but not limited to research projects, Readers Theatre, author studies, Text Talk, adaptive literacy computer resources	Price, Ashton	8/18/2014	Documentation of activities implemented and teacher made assessments	6/5/2015 quarterly
G10.B2.S1.MA1	Provide professional development to staff to increase the rigor of instruction using district curriculum		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G10.B2.S1.MA1	Provide professional development to staff to increase the rigor of instruction using district curriculum		Evidence of completion will be determined by on going progress monitoring, exit slips, lesson plans, student artifacts and data chats	once	
G11.MA1	Effectiveness will be monitored through administrative review of district assessments and classroom assessments	Price, Ashton	Satisfactory achievement on district assessments and classroom assessments	monthly	
G11.B1.S1.MA1	[no content entered]			one-time	
G11.B1.S1.MA1	[no content entered]	Price, Ashton		monthly	
G11.B2.S1.MA1	Professional development training at school and through district training	Price, Ashton	evidence of completion will be determined by	monthly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			administrative review of district assessments and classroom assessment data		
G11.B2.S1.MA1	Professional development training at school and through district training	Price, Ashton	evidence of completion will be determined by administrative review of district assessments and classroom assessment data	monthly	
G11.B3.S1.MA1	Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B3.S1.MA1	Increase the use of sentence structure by utilizing curriculum guide resources and calibrated scoring guide.		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B3.S2.MA1	Increase vocabulary and mature use of language by using context clues from authentic literary text.		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B3.S2.MA1	Increase vocabulary and mature use of language by using context clues from authentic literary text.		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B3.S3.MA1	Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.		Evidence of completion will be determined by administrative review of district	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			assessments and classroom data		
G11.B3.S3.MA1	Planning, organizing and utilizing writing strategies by using graphic organizers for each genre.		Evidence of completion will be determined by administrative review of district assessments and classroom data	once	
G11.B3.S4.MA1	Effectiveness will be monitored through administrative review of district assessments and classroom assessments		Satisfactory achievement on district assessments and classroom assessments	once	
G11.B3.S4.MA1	Effectiveness will be monitored through administrative review of district assessments and classroom assessments		Satisfactory achievement on district assessments and classroom assessments	once	

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

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

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

PD Opportunity 1

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

Facilitator

Aisha Simmons

Participants

Mathematics Teachers

Schedule

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

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

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

PD Opportunity 1

Explore resources and select appropriate materials for students.

Facilitator

Aisha Simmons

Participants

Mathematics Teachers

Schedule

Monthly, from 10/6/2014 to 6/5/2015

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

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

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

PD Opportunity 1

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

Facilitator

Math Coach

Participants

Math Teachers

Schedule

Daily, from 10/6/2014 to 6/5/2015

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

G4.B3 Resources to implement center rotations

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

PD Opportunity 1

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

Facilitator

Math Coach

Participants

Math Teachers

Schedule

G7. Parkwood Heights Elementary will increase reading learning gains from 64% to 69% for students identified as being in the lowest 25%

G7.B1 Professional Development

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

PD Opportunity 1

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

Facilitator

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

Participants

Reading Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G7.B1.S2 Professional development for implementation of the Florida Standards 3-5

PD Opportunity 1

Professional development for implementation of the LAFS K-5

Facilitator

Reading Coach and District Reading Coach

Participants

Teachers

Schedule

G7.B1.S3 K-5 Professional development for unpacking the new Florida State Standards and district curriculum guides will be provided during early release days and PLC meetings

PD Opportunity 1

Professional development for blended implementation of Common Core K-5

Facilitator

Reading coach and District Coaches

Participants

Principal, Assistant Principal, Coaches, Teachers, Paras

Schedule

G8. Parkwood Heights Elementary will increase proficiency for students making learning gains in reading from 56% to 71%.

G8.B1 Need for professional development

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

PD Opportunity 1

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

Facilitator

School based Coaches and District Coaches

Participants

Principal, Assistant Principal, Coaches, Teachers and Paras

Schedule

Monthly, from 8/18/2014 to 6/5/2015

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

G10.B2 Need for professional Development

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

PD Opportunity 1

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

Facilitator

Reading Coach, District Reading Coach and Lead Reading Teachers

Participants

Reading Teachers

Schedule

G11. Students will score at achievement level 4 or higher in writing from 41% 53%.

G11.B2 professional development

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

PD Opportunity 1

Professional development training for writing

Facilitator

School based coach, district coach

Participants

teachers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0