

**George L. Parks
2015-16 School Improvement Plan
K-3 Reading**

School: George L. Parks Elementary/Junior High	Goal Leader: Shaneika Brown, Principal			Goal: #1 to increase the percentage of K-3 students scoring proficient in Oral Reading Fluency			
Evidence of Need: A.DIBELS data indicates that 104/205 (51% of K-3 students were proficient on DIBELS End of year Status report in May of 2015. (Proficient=green, established/core support) 39/51 (76%) of Kindergarten students scored proficient on EOY DIBELS benchmark assessment. 29/47 (62%) of 1 st grade students scored proficient on EOY DIBELS benchmark assessment. 17/56 (30%) of 2 nd grade students scored proficient on EOY DIBELS benchmark assessment. 19/51 (37%) of 3 rd grade students scored proficient on EOY DIBELS benchmark assessment.				Evidence of Success: A. 1 st grade scores will increase from 76% proficient to 88% proficient (6 students) in Composite Total as measured by DIBELS EOY assessment administered in May of 2015. 2 nd grade scores will increase from 62% proficient to 74% (6 students) in Oral Reading Fluency as measured by DIBELS EOY assessment administered in May of 2015. 3 rd grade scores will increase from 30% proficient to 48% (10 students) in Oral Reading Fluency as measured by DIBELS EOY Assessment administered May of 2015.			
Strategies	Need A, B, etc.	Person Responsible	Team Members	Resources/Staff Development Needed	Evidence (monitoring-step 5)	Reporting Timeframe (step 5)	Completion Date
1.Data Analysis Training through staff development and grade level meetings. This training will show teachers how to analyze, chart and monitor data in order to make decisions about instructional strategies in order to maintain alignment between students needs (R.T.I), classroom instruction, and student performance.	A	Vansickle, CI Specialist, LIS-Cole, Rachal	Cole, LIS Metoyer, K Caliste, 1st Campbell, 2nd Madison, 3rd	Steps to analyzing data (Dr. Peery) 2015 DIBELS EOY Discovery Ed Benchmark Assessments and probes	Sign-In sheets Data Analysis sheet Meeting Agendas Walk-through documentation of data binders/walls in classrooms	August 5th	September 30, 2015
2. R.T. I. Lesson Planning and Instructional Delivery of R.T.I. Training/Implementation (Training on Intervention Binders conducted by Dr. Van Sickle) This training will allow teachers to become more familiar with the RTI lesson planning template and process for selecting interventions. There will be a strong focus on the WHO, WHAT, WHEN, WHERE, HOW AND WHY. Training will also show how to align current data (student probes) with lesson plans and require that R.T.I. lesson plans include a data summary and	A	LIS-C.Cole, Rachal Van Sickle Brown	Cole, LIS Metoyer, K Caliste, 1st Campbell, 2nd Madison, 3rd	Researched Strategies, RTI lesson plan template, Intervention Binder, materials for teachers to make interventions (Florida Research Center Materials), Ready Common Core Books for each grade level	RTI Plans Grade Level Meeting agendas and sign in sheets for training/planning Walk-through documentation of R.T.I. interventions Progress Monitoring	August 5 th Plans turned in weekly	May 2016

<p>explanation for instructional strategies. This training will also show how to document the recommended interventions in daily lesson plans.</p> <p>Interventions will include, but not limited to:</p> <p>Florida Center for Reading Research Dolche Sight word games Pearson Strategic Interventions Harcourt Interventions Teacher-made interventions</p> <p>There will be opportunities for teachers to participate in peer observations, and watch model lessons in order to maintain consistency across all grade levels in how R.T.I is implemented.</p>					Data		
<p>3. Headsprout Lab, SRCL Interventions</p> <p>Students will participate in Headsprout dependent upon their level of need as indicated by I-Steep Progress Monitoring/DIBELS progress monitoring each day to increase reading levels. This will be done during student elective times and this is in addition to regular scheduled interventions.</p>	A	TBA	All teachers	Headsprout Software, Interventions put in place by the SRCL grant coordinator	Weekly data from the program Lesson Plans showing evidence of alignment between student need and strategies used Headsprout reports	Beginning August	May 2016
<p>4. Assessment of Interventions and Progress Monitoring</p> <p>Teachers will bring Progress monitoring data to grade level meetings weekly. Support staff and the interventionists will progress monitor targeted students weekly. The leadership team will conduct an RTI Blitz that will allow monitoring of the entire RTI process that is to occur at the specified time in the daily schedule focusing on the targeted group of students. The look fors during this time will be time, students at teacher table, set-up, interventions being used and data charts.</p>	A	Cole, LIS	Admin./Leadership Team All K-3 Teachers	DIBELS PM Booklets, charts	Progress Monitoring Charts (data)	Beginning August Plans turned in weekly	May 2016

5. Implementation of Common Core LETRS K-2 teachers will participate in a LETRS 4-day training through the district. As a result, teachers will model best practices/ strategies to support foundational skills and address whole brain instruction. Strategies will be implemented into reading instruction and documented in daily lesson plans.		LIS-C.Cole, Van Sickle Brown	All K-2 Teachers	Materials from LETRS training, Pearson basal/materials	Walkthrough and lesson plan documentation	Commented [CC1]: August Plans w/documenta tion turned in weekly	
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**George L. Parks
 2015 – 2016 School Improvement Plan
 (ELA grades 3-6)**

School: George L. Parks	Goal Leader: Shanekia Brown		Goal: #1 To increase % of students scoring proficient in ELA based on the common core state standards.				
Evidence of Need: (Proficient is Level 3 or 4) A. 76% (38 out of 50) of students on 3 rd grade Discovery Education Assessment (test 4) were proficient. B. 20% (9 out of 46) of students on 4 th grade Discovery Education Assessment (test 4) were proficient. C. 56% (27 out of 48) of students on 5 th grade Discovery Education Assessment (test 4) were proficient. D. 16% (6 out of 38) of students on 6 th grade Discovery Education Assessment (test 4) were proficient.			Evidence of Success: (step 3) A. By May 2016, 50% of students in 3 rd grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment. B. By May 2016, 50% of students in 4 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment. C. By May 2016, 50% of students in 5 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment. D. By May 2016 60% of students in 6 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment.				
Strategies (Step 4)	Need A, B, etc.	Person Responsible	Team Members	Resources/Staff Development Needed	Evidence (monitoring-step 5)	Reporting Timeframe (step 5)	Completion Date
1. Daily silent-sustained reading or teacher read aloud for 10 minutes.	A-D	Brown, Cole, Rachal	All teachers grades 3-6 and elective teachers.	Grade appropriate text.	Observations Teacher Schedule	Daily (10 minutes)	Ongoing
2. Teachers will teach students how to use the Close Reading Strategies to respond to open-ended questions/citing evidence.	B-D	Brown, Rachal	Roberson, Fontenot, Johnson, Butler, Williams	Modeling of Close Reading Cold Reads Peer Observations	Observations Lesson Plans Student Work	Weekly	Ongoing
3. Teachers will use common formative assessments results to adjust instruction and determine when additional support is needed.	B-D	Brown, Cole, Rachal	Roberson, Fontenot, Johnson, Butler,	Effective Instructional Strategies PD on Text Mapping	R.T.I. Lesson Plans Class Data Tracking Sheet	Weekly Bi-Weekly	Ongoing PD by

			Williams	by Rachal	Student work		September 2015
4. Teachers will use Marzano's 6 step process for analyzing the meaning of new vocabulary words.	B-D	Brown, Cole, Rachal	All teachers in grades 3-6 and elective teachers	Six-Step Process for Teaching Vocabulary PD led by Rachal	Student work Informal Observation of Strategy	Weekly Bi-Weekly	Ongoing PD by August 2015
5. Students will participate in Read 180, Mimo Lab based on their level of need as indicated by I-Steep/Dibels progress monitoring.	A-D	Ochoa	All Teachers	Read 180 software and supplemental materials, MIMIO software, Interventions put in place by SRCL grant coordinator.	Data reports from READ 180 and MIMIO.	Weekly	Ongoing

How will we communicate the plan? (Step 6) Through Email, grade level and faculty meetings, parent communications and teacher evaluation conferences.

**George L. Parks
2015 – 2016 School Improvement Plan
Math grades 3-6**

School: George L. Parks	Goal Leader: Shaneika Brown			Goal: #1 To increase % of students scoring proficient in math based on the common core state standards.			
Evidence of Need: Proficient is Level 3 or 4) A. 29/50 (59%) students scored proficient on 3 rd grade Discovery Education Post Assessment. B. 12/26 (46%) students scored proficient on 4 th grade Discovery Education Post Assessment. C. 19/48 (40%) students scored proficient on 5 th grade Discovery Education Post Assessment. D. 5/37 (14%) students scored proficient on 6 th grade Discovery Education Post Assessment.				Evidence of Success: (step 3) A. By May 2016, 50% of students in 3 rd grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment. B. By May 2016, 60% of students in 4 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment C. By May 2016, 50% of students in 5 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment D. By May 2016, 45% of students in 6 th grade will successfully achieve Level 3 or 4 as measured by Discovery Education Benchmark Assessment			
Strategies (Step 4)	Need A, B, Etc.	Person Responsible	Team Members	Resources/Staff Development Needed	Evidence (monitoring-step 5)	Reporting Timeframe (step 5)	Completion Date

1. Students will participate in daily Rocket Math in grades 2-6 in order to increase math fluency.	A-D	Rachal (LIS) Cole (LIS)	McClinton Davis Johnson Martin Butler Williams	Rocket Math Folders Rocket Math Progress Binders	Student Work Rocket Math Progress Sheets Observation Forms	Weekly Grade Level Meetings	Ongoing
2. Teachers will integrate 1-2 of the following fluency activities embedded in the Eureka Math Curriculum: I Say-You Say, Sprints, Skip Counting	A-D	Brown Bamburg Rachal Cole	McClinton Davis Johnson Martin Butler Williams	PD Fluency Activities	Lesson Plan Walk Through	Weekly	August 2015 Ongoing
3. Students will use the R.A.C.E. strategy to complete daily application problems embedded in Eureka Math Curriculum.	A-D	Brown Bamburg Rachal Cole	McClinton Davis Johnson Martin Butler Williams	Student Work Engage NY Modules *PD on R.A.C.E.	Student work (4 per grading period)	Bi-Weekly Grade Level Meetings	On Going August 2015
4. Teachers will use common formative assessments results to adjust instruction and determine when additional support is needed.	A-D	Brown Bamburg Cole Rachal	McClinton Davis Johnson Martin Butler Williams	Discovery Probes Research on Effective Instructional Strategies	R.T.I. Lesson Plans Class Data Tracking Sheet	Bi-weekly	
5. The school leadership team will meet with teachers to guide/lead data analysis.	A-D	Brown Bamburg Cole Rachal	McClinton Davis Johnson Martin Butler Williams	Data Team Template	Data Team Meetings Agendas	Weekly	May 2016
6. Teachers will use Kagan strategies to develop math concepts.	A-D	Brown Bamburg Cole Rachal	McClinton Davis Johnson Martin Butler	Kagan Training PD using content specific Kagan Strategies (S.	Lesson Plans	Daily	On-going September 2015

			Williams	Rachal)			
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How will we communicate the plan? (Step 6) Faculty meetings, weekly team meetings, emails, written feedback.

**George L. Parks
2015-16 School Improvement Plan
Social/Moral**

School: George L. Parks Elementary		Goal Leader: Shaneika Brown, Principal		Goal: #1 to increase the percentage of students who exhibit increased appropriate social skills and higher home-school link.			
Evidence of Need: A. 20 out of 30 teachers felt that our community is behind us as evidenced by the SAME Survey. B. 18 out of 28 teachers felt that the students clearly see the connection between success in school and success in life as evidenced by the SAME Survey. C. 17 out of 28 teachers felt that students take responsibility for their actions as evidenced by the SAME Survey. D. 19 out of 30 teachers felt students were respectful towards each other as evidenced by the SAME Survey.				Evidence of Success: E. 25 out of 30 teachers will feel that our community is behind us as evidenced by the SAME Survey by May 2016 F. 24 out of 28 teachers will feel that the students clearly see the connection between success in school and success in life as evidenced by the SAME Survey by May 2016. G. 23 out of 28 teachers will feel that students take responsibility for their actions as evidenced by the SAME Survey by May 2016. A. 24 out of 30 teachers will feel students were respectful towards each other as evidenced by the SAME Survey by May 2016.			
Strategies	Need A, B, etc.	Person Responsible	Team Members	Resources/Staff Development Needed	Evidence (monitoring-step 5)	Reporting Timeframe (step 5)	Completion Date
A. Family Involvement Committee (FIC) 1. FIC will schedule and plan Family Math Night, Family Reading Night, Carnivals (Fall & Spring) to increase positive community interactions. 2. A weekly newsletter and a monthly "big" issue which will notify family/community of upcoming events at school will be sent home to increase communication between home and school. 3. FIC will work with local businesses to schedule and plan business sponsored workshops to increase family quality of life (i.e., financial, hygienic, food preparation, etc.) 4. <i>This Deserves a Call from the Principal</i> to increase positive	A	Walker Walker Sibley Brown	FIC <i>Metoyer, Metoyer, Choyce, Sibley, Butler, G. Johnson, Fontenot, Maggio, & Morgan</i> PK-6 Teachers, Cafeteria	Paper, Ink, Writing Tools, Books, Math activities, Table Cloths, Posters, Refreshments, Prizes Paper, Ink, Notification of Upcoming Events Smartboards, Room Phone, List of	Sign-in Sheets for events, Contact Logs, Event notifications Copies of Newsletters Sign-in Sheets for events, Contact Logs, Event notifications Contact Logs	Monthly Weekly Monthly Weekly	Ongoing

<p>communication with students' families.</p> <p>5. All teachers will be required to make positive calls home about their students to increase positive teacher-parent/caregiver communications.</p> <p>6. FIC will host PTO meetings monthly</p> <p>7. FIC will schedule and plan a Title I Parent Night</p> <p>8. <i>Room Agent</i> (parent/caregiver) to be the main contact and get word out to parents quickly, weekly contact with teacher to provide support as needed.</p>		<p>Walker</p> <p>Walker Walker</p> <p>PK-6Teachers, Walker</p>	<p>personnel, Custodial Staff</p> <p>PK-6Teachers Metoyer, Metoyer, Choyce, Sibley, Butler, G. Johnson, Fontenot, Maggio, & Morgan PK-6Teachers</p>	<p>Students</p> <p>Contact Logs/foms</p> <p>Refreshments, Paper, Ink</p> <p>Phone, Contact Logs</p>	<p>Contact Logs, copies of letters, Agendas Sign-in Sheets Sign-in Sheets</p> <p>Newsletter pictures, Contact Logs</p>	<p>Weekly</p> <p>Monthly</p> <p>Monthly</p>	
<p>B. Student Learning Committee (SLC)</p> <p>1. SLC will schedule and plan College of the Month events to increase student awareness of career options and what degrees/certifications are required.</p> <p>2. <i>Agents</i> (a select group of 4th-6th graders) will dress in business attire monthly to escort visitors, be class leaders, and provide support during school events.</p> <p>3. SLC will hold awards/recognition programs each nine weeks to acknowledge student progress and successes in grades and benchmark assessments.</p>	<p>A, B, C, D</p>	<p>Rachal</p> <p>Walker, Bamburg, Brown</p> <p>SLC <i>*Chair</i></p>	<p>SLC</p> <p>SLC</p> <p>SLC <i>*Committee mem. names</i></p>	<p>Room, time from schedule</p> <p>Paper, Ink, Camera</p> <p>Paper, Ink, List of Honorees, Assembly</p>	<p>Thank you letters from students to colleges</p> <p>Newsletter pictures</p> <p>Newsletter pictures</p>	<p>Monthly</p> <p>Monthly</p> <p>9 weeks</p>	<p>Ongoing</p>
<p>C. Learning Environment Committee (LEC)</p> <p>1. LEC will implement PBIS</p> <p>i. Shout Outs</p> <p>ii. Rising Stars</p> <p>iii. Terrific Kids</p> <p>2. LEC will implement Class Dojo school-wide and ensure parents/caregivers are invited to monitor their children's behaviors through the app/website</p> <p>3. LEC will select a group of students, parents/caregivers, and teachers to develop a Beautification group to decorate monthly, plant flowers, and</p>	<p>A, B, C, D</p>	<p>LEC <i>*Chair</i> Sowell Hoover, Sowell Walker Bamburg</p> <p>LEC <i>*Chair</i> /PTO</p>	<p>LEC <i>*Committee mem. names</i> LEC LEC LEC Bamburg, LEC</p> <p>LEC <i>*Committee mem. names</i></p>	<p>Paper, funds for off campus lunch, camera, Ink, Writing tools</p> <p>Internet access</p> <p>Decorations, plants, soil, gardening tools, plant pots,</p>	<p>Lists of students, pictures from Newsletters</p> <p>Dojo points</p> <p>Pictures from Newsletters</p>	<p>Monthly Weekly Monthly Monthly</p> <p>Weekly</p> <p>Monthly</p>	<p>Ongoing</p>

<p>“adopt” a section of the school/school grounds to maintain and keep looking nice.</p> <p>4. PK-6 Teachers will do GoLEAPS with students weekly.</p> <p>5. Weekly <i>Town Meetings</i> during which teachers meet with Mrs. Brown to address concerns and celebrate successes.</p> <p>6. Fund Raising Activities to increase community interaction, student activities, and funds for supplies</p>		<p>Brown</p> <p>Brown</p> <p>LEC *<i>Chair</i></p>	<p>/PTO</p> <p>PK-6 Teachers</p> <p>PK-6 Teachers, Staff</p> <p>LEC *<i>Committee mem. names</i></p>	<p>scissors, tape, glue, hot glue</p> <p>Paper, Smart Boards Ink, Agendas, Writing tools</p> <p>Refreshments, phones, contact lists, items for auction/sale, etc.</p>	<p>PM Monitoring via GoLEAPS site, tracking forms Sign-in Sheets, Agendas Newsletters, receipts</p>	<p>Weekly</p> <p>Weekly</p> <p>Monthly</p>	
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