

**Pattonville School District**

**Parkwood Elementary  
School Improvement Plan**

**February 2016**

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# Pattonville School District Parkwood Elementary School Improvement Plan

## Introduction

The Parkwood School Improvement Team began its work in 1999 by using the district's mission statement, **That all will learn**, as its guiding force. From the district's mission and through collaboration, they developed the vision statement. Collaboration between staff and parents has led to improvements in student achievement. Additionally, the goals and actions steps supported Pattonville's Comprehensive School Improvement Plan. Team members have participated in gathering research and assessing current practices at Parkwood. This analysis has guided the decision for the new plan.

## Parkwood Vision Statement

The staff, parents, and community of Parkwood School are dedicated to offering students an individualized, diverse course of study designed to meet their specific learning needs and styles in order to allow them to reach their potential academically, physically, emotionally, and socially.

## The Pattonville Mission

"That All Will Learn ..... to become responsible citizens in a nurturing environment where diversity means strength  
knowledge means freedom and  
commitment means success."

## The Pattonville Vision

We Envision Pattonville as a(n)

**Caring** community where all learners are valued, loved, respected, and regarded as our hope for today and the future.

**Safe** community where respect for self and others is demonstrated; where integrity and dignity guide behavior.

**Learning** community where all are challenged to excel. We see students as life long learners and problem solvers who are academically prepared for success and committed to excellence.

**Interdependent** community where unity among students, families, patrons and staff fosters learning, responsibility and an appreciation of the diverse individual.

We Envision All Pattonville Students as

**Contributing** citizens of their school, community, country, and world. We see students living their hopes and dreams through self-reliance, commitment, compassion, and cooperation.

# Parkwood Elementary School Improvement Plan

## Planning Process

The Parkwood Elementary School Improvement Team for 2015-2016 consists of the following members:

### **Staff**

Debra Bonner

Brittany Magee

Kristin Gosa

Michelle Petke

Kim Dannegger

Gini Folk

### **Parents**

Bill Morillo

Nikki Carman

Cheryl Wanger

Pam McDonald

Bonnie Long

Teresa Lewis

# Parkwood Elementary School Continuous Improvement Plan

**Mission:** That All will Learn.

**Goal:** All students demonstrate significant improvement on the Missouri Learning Standards.

Pattonville School District Mission  
**That All Will Learn...**  
 To be come **responsible citizens** in a nurturing environment where  
**Diversity** means strength,  
**Knowledge** means freedom and  
**Commitment** means success.

<b>Targets</b>	<b>Indicators</b>	<b>Action Steps</b> Research-Based and Data Informed Levers for change that Promote Continuous Improvement.
Parkwood students are proficient in English language arts, mathematics, and science	<ul style="list-style-type: none"> <li><input type="checkbox"/> MAP Proficient/Advanced increase annually and MAP Basic/Below Basic decrease annually</li> <li><input type="checkbox"/> Developmental Reading Assessment (DRA2)</li> <li><input type="checkbox"/> eValuate</li> <li><input type="checkbox"/> AIMSweb</li> <li><input type="checkbox"/> Classroom Assessment-increasing proficiency toward grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and implement research based best practices that lead to proficiency in English language arts, mathematics, and science (includes addressing time for proficient learning, incorporating technology for learning, data teams and differentiated instruction).</li> </ul>
Parkwood students will be responsible citizens with positive relationships	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually decrease office referrals and suspensions</li> <li><input type="checkbox"/> Decrease office referrals involving the same student</li> <li><input type="checkbox"/> Number of students recognized for principal awards based on PBIS guidelines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a safe and orderly environment through the implementation of the Positive Behavior Interventions and Supports (PBIS) program and continual evaluation of academic and social/emotional initiatives.</li> </ul>
Parkwood staff and community will establish high levels of home-school relationships	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number of parent/guardians attending/volunteering in school functions will increase each year</li> <li><input type="checkbox"/> District Climate Survey</li> <li><input type="checkbox"/> 100% of parents will attend parent/teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enhance the involvement of parent/guardians in the academic life of their student to promote positive relationships and increase the two-way communication between the home and the school.</li> </ul>

**Target: All students are proficient in English language arts, mathematics, and science**



**Action Steps:** Identify and implement research based best practices that lead to proficiency in English language arts, mathematics, and science (includes addressing time for proficient learning, technology for learning, social justice, (Rtl) Response to Intervention, and differentiated instruction).

Activity	Who's Responsible	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Utilize regular scheduled Data Team meetings to evaluate the individual learning needs of all students using multiple sources of assessment data (eValuate, DRA2, running records, anecdotal notes).	Principal IS Teachers										
Students will have regular access to STEM activities in their classroom or in the STEM lab.	Classroom teachers Science Paraprofessional										
Participate in the Carnegie STEM Excellence Pathways program in order to improve STEM education practice through positive, collaborative approach.	Principal IS										
Identify, research, and implement instructional practices that demonstrate improved student achievement for all students, especially subgroups of students who are in danger of failing AYP.	Principal IS Teachers										
Utilize technology in the modification and redefinition levels of the SAMR model.	DTS Teachers										

**Target: All students are proficient in English language arts, mathematics, and science**



**Action Steps:** Identify and implement research based best practices that lead to proficiency in English language arts, mathematics, and science (includes addressing time for proficient learning, technology for learning, social justice, (RtI) Response to Intervention, and differentiated instruction).

Activity	Who's Responsible	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Utilize technology as an instructional tool to differentiate instruction for all students.	Principal IS DTS Teachers Paraprofessionals										
Research and implement additional research-based interventions for students who are not making adequate progress through the Problem Solving Team Process.	Principal IS Counselor Teacher Paraprofessionals										
Assess, evaluate, and determine K-5 reading caseloads based on AIMSweb, DRA2 and teacher input. Programing will be determined based on data and current reading Tier II curricular materials.	Principal IS Teachers Reading Specialists District Elementary Director										
Provide professional development in identified areas of need based on data in order to build staff capacity.	Principal IS Teachers										
Collaborate with Pattonville Heights/Holman for continued implementation of the 5 <sup>th</sup> grade transition plan.	Principal IS HTS/HO & PW Counselors and staff										

**Target: All students are proficient in English language arts, mathematics, and science**



**Action Steps:** Identify and implement research based best practices that lead to proficiency in English language arts, mathematics, and science (includes addressing time for proficient learning, technology for learning, social justice, (RtI) Response to Intervention, and differentiated instruction).

Activity	Who's Responsible	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Draft a revised mission and vision statement.	Principal SIT										
Collect input from the school community regarding revised vision and mission statements.	Principal Parents SIT										
Utilize input from the school community to finalize the vision and mission statements.	Principal SIT										



**Target: All students will be responsible citizens with positive relationships**



**Action Steps:** Provide a safe and orderly environment through the implementation and continual evaluation of academic and character support initiatives.

Activity	Who's Responsible	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Analyze discipline data along with trends on a monthly basis. Make adjustments to current practices based on data.	PBIS Committee Principal										
Provide additional Tier II and Tier III behavioral interventions for students who met the given criteria on the SRSS.	PBIS Tier 2/3 Committee Principal										
Continue implementation of the school-wide program that establishes strong relationships between students and staff.	PBIS Committee Principal										
Evaluate and update our school-wide implementation manual of "The Bucket Filler" program.	PBIS Committee Principal										
Research restorative justice and emotional regulation strategies to increase positive behavior.	PBIS Committees Principal										

**Target: Establish high levels of involvement and communication between home and school opportunity.**

<b>Action Steps:</b> Enhance the involvement of parent/guardians in the academic life of their child to promote positive relationships and increase the two-way communication between the home and the school.											
<b>Activity</b>	<b>Who's Responsible</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
Increase home-school communication with parents/guardians through Parkwood's website, social media, and school newsletter.	SIT Principal										
Provide family-oriented events, programs, and activities that encourage parent and student participation outside of the school day.	PTA PW Staff Principal										
Increase extracurricular before and after school activities to include a variety of options for all students.	Principal Community Relations Office										
Align extracurricular activities to middle and high school that are age appropriate for K-5. (Soccer, Volleyball, Cross Country, etc.)	Community Relations Office Principal										

## **Research Supporting Development of 2016-2018 Action Steps**

### **Target A: All students are proficient in English language arts, mathematics, and science**

The implementation of continual evaluation of data-teams is essential for tracking student achievement and developing strategies to address areas of concern. Continuing identifying and implementing researched-based best practices in English language arts and mathematics are a guiding force at Parkwood Elementary School. This occurs at every tier, including classroom teachers, reading specialists, ELL teachers, and special education teachers. By utilizing building professional development opportunities, Parkwood staff is able to develop, modify, and hone their classroom practices to best meet the needs of all students.

In order to increase the achievement of all students, Parkwood incorporates the use of Tier II supports for students in ELA and Math with the support from our Reading Specialist and Math Interventionist. In addition, our Science paraprofessional provides universal lessons for students in grades 1-5 that are aligned with STEM.

### **Target B: Parkwood students will be responsible citizens with positive relationships**

Providing a safe and orderly environment is a primary focus for the Parkwood staff, students and community members. In 2003 after research and site visits, Parkwood adopted the practices of School-wide Positive Behavior Interventions and Supports (SWPBIS) also referred to as PBIS. PBIS is an evidence-based systems approach, not a curriculum for addressing the social and behavioral needs of all children at Parkwood. PBIS denies core elements through a three-tier structure (primary, secondary, tertiary) that a variety of strategies. The Parkwood Positive Behavior Interventions and Supports put together a plan of action when needed Special School District PBIS coaches provide continued support and training

Parkwood continues our school-wide Mentoring Program. All students in grades K-5 are assigned a staff member as a mentor. The same group of students remains with their mentor throughout their Parkwood career. Mentoring groups meet five times a year. The PBIS committee selects the focus of each lesson, which is connected to the CharacterPlus program and the lessons from "Have You Filled Your Bucket Today?".

### **Target C: Establish High Levels of Involvement and Communication between Home and School**

Parent involvement in their child's education is a key factor in their success. The Parkwood PTA and staff work closely together to develop activities that will benefit the children academically, socially and emotionally. Communication with our Parkwood families is done through phone calls, monthly school newsletters, eblasts, Peachjar, Facebook page, and other social media. School staff along with the PTA plan events held during the day and evening encourage families to be a part of the Parkwood community (PBIS Carnival, Trunk or Treat, Back to School Bash, Movie Night, Reading Month, etc.)

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# Attendance and Discipline Information

## Parkwood Average Daily Attendance Information (MSIP 5 calculations)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 s1
91.7%	90.2%	92.3%	93.6%	92.6%	94.3%

## Parkwood Office Referral Information

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 S1
22	22	93	92	152	107

## Parkwood Suspension Information

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 S1
<b>Suspensions</b>	6	4	3	16	26	17
<b>10 or more consecutive days</b>	0	0	0	0	4	1