

Goal #1

Safe Schools and Positive Environment:

All emergency drills will be timed, logged and discussed at faculty meetings regarding their effectiveness. 2. All students being checked out of school will have their card checked to make sure that person may check them out. Leader in Me program: 1. All goals (school wide, class wide, or personal) are tracked. We will constantly look at the data to measure their success. 2. All efforts will be made to make contact with parents when a negative behavior warrants it. Each time a student earns a Golden Panther Paw a phone call will go home to spread the good news and encourage parents to celebrate with them at home. 3. On time attendance, positive behavior tickets, and reading levels will all be tracked through a goal. 4. Leader in Me program progress will be monitored by the data given by our school and classroom goals.

Action Plan/Results:

1. Teachers will continue to learn best strategies related to reading by attending professional development opportunities. 2. If funded by the district, one half-day Reading Recovery teacher will provide intense remediation for approximately eight first grade students who test below grade level. 3. Teachers will conduct guided reading groups at least four to five times each week where students will receive instruction and support at their appropriate instructional level. 4. If funding is available, a half day certified teacher will be paid from Trustland or Title 1 funds to help alleviate large class sizes in the grade level with the greatest need. 5. Regular education students who are reading below grade level and have the most critical need will be tutored two to four times per week by technicians who will be highly trained in Early Steps and the Nebo Plus reading programs. 6. Students with severe learning disabilities will be referred for special education testing after many classroom interventions have been implemented but failed to help the student progress. All special education students will receive targeted, small group instruction based on their IEP goals. 7. An appropriate Leveled Library book will be provided for all kindergarten through fourth grade students to read at home at least four days per week. A technician will be paid from Trustland funds to oversee the Leveled Library. 8. We will continue to add titles to our leveled library. 9. Students who are reading below grade level will have the opportunity to use the Waterford and Success Maker computerized programs. 10.

We will continue our Title 1 Preschool to help prepare three to five year olds for kindergarten. 11. We will continue to provide students with before school tutoring through the 4H program. 12. We will continue the Optional Extended Day Kindergarten program. All kindergarten students will be tested at our August 2015 registration. Students who score the lowest on the assessment will have the option to attend OEK until the class is filled. 13. We will continue to provide packets to parents who register their child for kindergarten. These packets contain an appropriate reading book and informational materials for parents to assist their students with early reading preparation. 14. If funding is made available from the district, Cradled in Literacy classes will be held for parents of preschoolers. 15. The Imagine Learning program will be made available to our ELL students at least four days per week. All ELL

students who qualify will receive 45 minutes of Direct English Language Development from qualified teachers each day.

Emergency drill evacuation from August 25, 2015 to May 4, 2016 went from 5:39 to 4:58 Behavior tickets went from 33 in 2014-2015 to 12 in 15-16. Phone calls home were made each time.

88% of our students received a Golden Panther Paw for positive behavior in 15-16 each got a phone call home. 42% received them 14-15.

Goal #2

Reading:

90% of Park students will read at or above grade level by the end of the 2016-2017 school year. Nebo Goal (Board Goal) Connection: Language Arts At least 90% of elementary students will read on grade level. At least 90% of all students making a full year of academic progress in reading. At least 90% of students will meet or exceed language arts proficiency levels.

Action Plan/Results:

1. Teachers will continue to learn best strategies related to reading by attending professional development opportunities. 2. If funded by the district, one half-day Reading Recovery teacher will provide intense remediation for approximately eight first grade students who test below grade level. 3. Teachers will conduct guided reading groups at least four to five times each week where students will receive instruction and support at their appropriate instructional level. 4. If funding is available, a half day certified teacher will be paid from Trustland or Title 1 funds to help alleviate large class sizes in the grade level with the greatest need. 5. Regular education students who are reading below grade level and have the most critical need will be tutored two to four times per week by technicians who will be highly trained in Early Steps and the Nebo Plus reading programs. 6. Students with severe learning disabilities will be referred for special education testing after many classroom interventions have been implemented but failed to help the student progress. All special education students will receive targeted, small group instruction based on their IEP goals. 7. An appropriate Leveled Library book will be provided for all kindergarten through fourth grade students to read at home at least four days per week. A technician will be paid from Trustland funds to oversee the Leveled Library. 8. We will continue to add titles to our leveled library. 9. Students who are reading below grade level will have the opportunity to use the Waterford and Success Maker computerized programs. 10.

We will continue our Title 1 Preschool to help prepare three to five year olds for kindergarten. 11. We will continue to provide students with before school tutoring through the 4H program. 12. We will continue the Optional Extended Day Kindergarten program. All kindergarten students will be tested at our August 2015 registration. Students who score the lowest on the assessment will have the option to attend OEK until the class is filled. 13. We will continue to provide packets to parents who register their child for kindergarten. These packets contain an appropriate reading book and informational materials for parents to assist their students with early

reading preparation. 14. If funding is made available from the district, Cradled in Literacy classes will be held for parents of preschoolers. 15. The Imagine Learning program will be made available to our ELL students at least four days per week. All ELL students who qualify will receive 45 minutes of Direct English Language Development from qualified teachers each day.

We ended with 69% of our students reading at or above grade level. Our 3-6 grade students reached a 30% proficient level in the SAGE Language Arts test.

Goal #3

Reading:

90% of Park students will score at or above proficiency levels in math at the end of the 2016-2017 school year. Nebo Goal (Board Goal) Connection: Math At least 90% of students will meet or exceed math proficiency levels.

Action Plan/Results:

1. Teachers will effectively implement Common Core Standards in math by attending appropriate staff development. 2. Regular education students who are performing below appropriate levels in math or struggling with key concepts will receive extra help from certified teachers and technicians in the form of reteach groups, small group and individual instruction. 3. If funding is available we will hold a family math night where parents can learn key strategies and language to help their students at home. 4. Students that have mastered skills will be placed in an enrich group with a certified teacher. 5. Students who pass off grade level math facts will receive a Panther Paw to display in the hall and a certificate to go in their leadership binder. 6. If funding is available, regular education students who are performing below grade level in math and have the most critical need will receive extra tutoring from technicians. 7.

Students with severe learning disabilities will be referred for special education testing through the TAT process after several classroom interventions have been implemented but failed to help the student progress. All special education students will receive targeted, small group instruction based on their IEP goals. If student numbers warrant the need of a technician one will be provided from Trustland funds to assist the special education teachers and their students. 8. Third through sixth grade students who are performing below grade level in math will have the opportunity to use the Success Maker computerized program. 9. We will continue our Title I Preschool to help prepare three to five year olds for kindergarten. 10. We will continue the Optional Extended Day Kindergarten program. All kindergarten students will be tested at our August 2014 registration. Students who score the lowest on the assessment will be invited to attend OEK until the class is filled. Teachers will collaborate weekly to determine academic needs and progress of their students. They will analyze common formative and summative assessments to determine which of their students need reteaching, reinforcement, or enrichment and schedule these interventions on a timely basis.

Students scored 28% proficient on the SAGE assessment down from 33% the previous year.

Goal #4

Fine Arts:

1. Teachers will regularly indicate to the administrator if they integrated the fine arts core standards into their instruction on a weekly basis. 2. Teachers will complete and provide a copy of their weekly collaboration agenda to the administrator. 3.

Teachers will continue to complete and turn in fine arts surveys administered by the district.

Action Plan/Results:

1. Each teacher will integrate the fine arts core standards into their daily instruction. 2. Teachers will attend and implement materials and concepts presented by district fine arts personnel during the school year. 3. Teachers will discuss fine arts core integration during their regularly scheduled collaboration time and will add fine arts core integration as a regular discussion item on their collaboration agendas. Teachers were proficient in integrating art lessons into their planning as evident by curriculum maps and administrator observations.