

# Parker Elementary School



2014-15 School Improvement Plan

## Parker Elementary School

640 S HIGHWAY 22 A, Panama City, FL 32404

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
83%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
43%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Bay County School Board.

### 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
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Parker Elementary School seeks to create a challenging learning environment that encourages high expectations for success for all students through developmentally appropriate instruction that allows for individual differences and learning styles.

##### **Provide the school's vision statement**

Parker Elementary is a data-driven school community whose focus is on student growth. Our vision is to provide a happy, caring, and stimulating environment where children recognize and achieve their fullest potential, so that they can make their best contribution to society.

#### School Environment

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

Building strong, caring relationships between teachers and students is an initiative that Parker Elementary is actively working on. To strengthen these relationships, Parker has designated the first 30 days of the 2014/15 school year to improving those relationships. To do this, Parker teachers received behavior intervention training during pre-service as a tool to aid them with building positive behavior plans and positive environments for students. Climate surveys were given out to students, parents, and teachers in order to keep a strong pulse on the school climate. These surveys will be given twice more during the school year as well. During the first thirty days, students also completed interest surveys in reading, math, and science as well as multiple intelligence and learning styles surveys. This was done as a way for teachers to learn more about their students and for students to learn more about themselves.

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

Parker Elementary is a Positive Behavior Supports school. Parker Elementary creates an environment where students feel safe and respected by consistently teaching and reteaching school and special area expectations. Expectations are also posted throughout the school and in classrooms.

In the morning, student council members are posted throughout the school to aid students and to ensure other students are following the school-wide expectations. Administration and guidance are also posted throughout the campus at arrival and dismissal to ensure student safety. During the school day, teachers are using Bully Proofing Your School as an anti-bullying curriculum monthly as PBS lessons. There is also an anonymous reporting box for bullying located in guidance. After school, multiple clubs are available for students to participate in. These include chorus, math club, Spanish club and STEM club.

##### **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**



Parker Elementary is a PBS school. For the 2014/15 school year, teachers are required to have a positive behavior plan in the classroom with individual rewards for students built in to the plan. School-wide, classes are able to earn coins from the cafeteria, special areas, and in the morning locations. As a class, coins are collected and at the accumulation of 25 coins, the students chose a reward for the entire class. The coins are displayed in the classroom as well as a visual in the cafeteria for students to see daily.

Discipline consequences are laid out to teachers in the teacher PBS notebook. There is a flowchart that is included that shows what incidents are teacher managed or administration managed. Teachers also have tracking forms for most classroom managed incidents in their PBS binder.

Teachers and paras received PBS training at the beginning of the school year.

**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 social-emotional needs of students are being met at Parker Elementary through school-wide PBS implementation as well as active tier 2 and tier 3 behavior plans. Students on a tier 2 or tier 3 plan are receiving social skill lessons in small groups. Teachers have also received a half-day training on positive behavior and positive interventions to use in the classroom. This training centered around de-escalating situations and students. Parker also employs a certified Guidance Counselor as well as 2 Student Services Interventionists to aid students. Parker also has a mentoring program with Tyndall Air Force Base that provides weekly mentors to students.

**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**

-Parker has made an effort to balance our assessment system this year. We are currently compiling school-wide data which includes DAR, Dibels, SRA and DE Assessments in reading and math 3 times a year. This data is collected in our school-wide universal spreadsheet. We have also given students interest surveys, multiple intelligence surveys, and learning style surveys. For math students have taken a math prerequisite skill test, fluency test, and math interest survey. To target our other stakeholders, we have given a survey to parents, teachers, and students during the first month of school. We plan to give this out 2 additional times this year.

Other areas that are monitored include:

- Attendance
- Suspensions
- Course failure
- SRA data Notebook-SRA Signature Mastery Tests
- Common Assessments

**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	44	47	39	41	21	22	214
One or more suspensions	13	12	5	5	6	15	56
Course failure in ELA or Math	0	35	55	41	56	33	220
Level 1 on statewide assessment	0	0	0	38	37	49	124
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	21	28	34	34	37	164

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

This year all tier 3 MTSS students are receiving interventions during special area to allow them to stay in the room for all content area instruction. Intervention is supervised by an intervention teacher and is also delivered by instructional paras that have been trained in the intervention. By using our Parker Universal Spreadsheet, we are able to watch the core and differentiate for students who need it before we look to MTSS Intervention. Parker also will be receiving a full time literacy coach sometime in November.

**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/55637>.

**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**

Parker has many ties to the community through local churches and businesses. We also have a business partner, Raymond James, that has provided funds for individual students in need as well as funds to paint our cafeteria in August 2014. We also partner with Tyndall Air force Base and host many men and women as mentors to our students.

**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
Kirkman, Kimberly	Principal
Barron, Christen	Assistant Principal
Blue, Charlotte	Instructional Coach
Albin, Marie	Teacher, K-12
Brooks, Aimee	Teacher, K-12
Hitzeman, Isabelle	Guidance Counselor
Miller, Lisa	Teacher, K-12
Hurst, Elizabeth	Teacher, ESE

**Duties**

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

Principal (Kimberly Kirkman): Fosters a unified vision of data-driven decision-making, serves as the instructional leader of the school, ensures that the school-based teams (School/MTSS Leadership and Grade Level PLC's) are implementing MTSS as well as standards-based lesson planning with common assessments, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development to support teacher need, and communicates school vision and mission to stakeholders.

Administrative Assistant (Christen Barron): Serves as Parker's PBS Coach, assists principal in creating a unified vision of data-driven decision-making, ensures that school-based teams (School/MTSS Leadership and Grade Level PLC's) are implementing MTSS, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development, designs paraprofessional support schedule to support MTSS implementation and core programs, and communicates school vision and mission to stakeholders.

Grade Level Representatives (Isabelle Hitzeman, Marie Albin, Beth Ann Hurst, Charlotte Blue, Aimee Brooks, Lisa Miller) Teachers share information about core instruction, lead their grade-level with common assessment creation and data-driven dialogue, participate in student data collection, deliver Tier 1 instruction/interventions, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and 3 activities, lead Grade Level PLC's in the analysis of student response to instruction and helping teachers design intervention adjustments for students

Student Services Interventionist (Isabelle Hitzman): Serves as part of Parker's PBS team by assisting with behavior management of students in crisis and providing Tier I Behavior Training to teachers. Additionally, assists School/MTSS Leadership Team and teachers in behavioral observation training, performs observations of students, assesses student behaviors, and provides support in the creation of behavioral intervention plans after working with teacher to adjust Tier I Core instruction. Lead MTSS Grade Level Teams during monthly MTSS Grade Level Meetings and provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students and continue to match child-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success.

Bay District Schools Literacy Coach (TBD): Utilizes teacher needs survey to design support and

professional development opportunities for teachers to enhance their knowledge base and practice of differentiation in reading instruction in Tiers 1, 2, and 3 and works with Intervention Teachers to review relevant student data to make sound instructional decisions for Tier 3 students as well as advise School/MTSS Leadership Team regarding Core Reading Plan guidelines

Bay District Schools Instructional Specialist for Student Services (Jennifer Jennings): Acts as an advisor on call and district facilitator of monthly district training sessions for MTSS protocol in Bay District Schools, as well as the Bay District Schools MTSS Website coordinator for easy access to current MTSS information for all stakeholders

Bay District Schools Training Specialist (Alison Colemere): Provides instructional specialist expertise as a district-funded resource on consult status to support capacity building for MTSS process to align with commonality of MTSS services in Bay District Elementary Schools

Intervention Specialist (Charlotte Blue): Collaborates with district's MTSS administrator; assists teachers in implementation of the FCIM lessons and grade level PLC's; facilitates the problem-solving process with the School/MTSS Leadership Team; assists teachers in assurance of implementation of universal screening and progress monitoring data collection in reading/literacy, mathematics, and behavior; assists teachers in determining effectiveness of core and supplemental instruction/interventions through school-based data analysis; facilitates school-based instruction and intervention maps at the core, supplemental, and intensive instructional levels; assists teachers in evaluating fidelity and efficacy of intervention strategies; facilitates teacher analysis of large and small group intervention strategies; assists teachers in involving students and families in development and evaluation of supplemental and intensive interventions; builds sustaining relationships among educators from various disciplines to unite in a shared vision of high academic and behavioral performance for all students; creates an environment in which educators trust that their input is respected; facilitates group consensus through listening, questioning, paraphrasing, summarizing, synthesizing information, displaying empathy, and providing assertive, tactful feedback. Building capacity in the school for data-driven knowledge among all stakeholders, pulling global school data, and leading the School/MTSS Leadership Team in global analysis of student data to ensure intensification to Tier I Core instruction is provided as well as supplementary additional interventions to the struggling students.

Speech/Language Pathologists (Carol Bohac and Kathy Graydon): Educate the team in the role language plays in curriculum, assessment, and instruction, as a platform for appropriate program design; assist in the selection of measures; help identify systemic patterns of students' needs with respect to language skills; and suggest intervention strategies aligned to students' needs as well as assist teachers in analyzing ongoing progress monitoring data

School Psychologist (Janice Shipbaugh): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; supports intervention documentation for fidelity and efficacy; and participates in Student Problem Solving Meetings with Tier 3 students/families

Guidance Counselor (Florence Bailey): Lead MTSS Grade Level Teams during monthly MTSS Grade Level Meetings and provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students and continue to match child-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success. Counselor and Student Services Interventionist will alternate as attendees for BDS Monthly MTSS School Contact Meetings. Counselors will utilize ENRICH for MTSS to view school status of MTSS implementation.

School Health Nurse (Melissa Updegrave): Provides universal student health screenings for hearing, vision, and growth and meets with teachers, students, and parents to facilitate the school's accommodations to student's individualized health needs.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The School/MTSS Leadership Team reviewed all school data in July 2014 emphasizing data-driven dialogue. After a week long retreat based on data and common assessments, the leadership team chose to dedicate the first 30 days of the 2014/15 school year to the two deficits that were determined based on FCAT 2.0 and the school climate survey. Those two weaknesses were student/teacher relationships and teacher content and pedagogy. The Leadership Team created FCIM lessons in all content areas for 4 cycles to assist teachers in understanding the flow and purpose of the FCIM model. Student data was collected for data-driven lesson planning and for decision making in the core. Lessons centered around getting to know students and pieces of our balanced assessment system. A priority of the school year is an emphasis on Professional Learning Communities and student achievement.

Title 1 dollars have been used to provide an Intervention Specialist for our school for the 2014/15 school year. This interventionist is instrumental in assisting teachers with creation of common assessments and data-driven lesson planning. Other duties include scheduling of student tier 3 interventions as well as facilitating FCIM lessons in each content area.

Based on student data from 2013/14, Parker will be using SRA Signature Series as core reading instruction. Monies have been used to purchase additional paraprofessionals for every classroom during reading instruction to provide small groups and possible double lessons for those struggling students.

Parker Leadership Team meets weekly to review school-wide data to identify students in need of core, supplemental, and intervention instruction. Besides the collection of student data in August and September, the same data will be collected again in December and April. Monthly half-day meetings will provide the team with time to problem solve, share effective practices, evaluate implementation, and make recommendations/decisions based on student data.

#### Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

#### Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

#### Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of



students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

#### Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academics to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

#### Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

#### Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

#### Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

#### Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

#### Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kimberly Kirkman	Principal
Christen Barron	Principal
Lisa Burson	Education Support Employee
Pam Kelly	Parent
Elizabeth Hurst	Teacher
Charlotte Blue	Teacher
Patricia Henry	Parent
Marta White	Parent
Gwen Proper	Teacher
Tom King	Business/Community
Craig Walker	Business/Community

### 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*

SAC Members are updated at each SAC meeting as to the progress of implementation of the school's improvement plan. Updates are made by the principal, assistant principal and teachers as well as parent liaison. Suggestions are made at the end of the year meeting for improvements/changes to the next year's plan.

*Development of this school improvement plan*

The SAC assisted the school leadership team and all other faculty/staff members in the development of the School Improvement Plan by offering suggestions and ideas during the 2013/14 school year. SAC members were also instrumental in school-wide problem solving sessions regarding the 2014 school year. The School Improvement Plan was approved by the SAC at a meeting on October 6, 2014. Present at the meeting were parents, teachers, support staff, and administration.

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

Teachers and staff are asked to provide input into the school's annual budget and plan. Once the proposed budget has been created, all staff attend a budget meeting which allows for additional input into the budget. Staff then votes on the budget for the coming year.

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

As of 2013/14 school year, there were no School Advisory Council funds available.

**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
Brannon, Shelley	Teacher, ESE
Brooks, Aimee	Teacher, K-12
Breland, Bill	Teacher, K-12
Hulse, Nichele	Teacher, K-12
Turner, Ruth	Teacher, ESE
Segrest-Adams, Katrina	Teacher, K-12
Risinger, Heather	Teacher, K-12
Bohac, Carol	Teacher, ESE

## Duties

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

Major Initiatives for 2014-2015:

- To support teachers in strengthening the core literacy curriculum and implementing Florida ELA Standards
- To work as a PLC analyzing student achievement and providing support to teachers in refining data driven instruction in response to MTSS interventions
- Guide the school reading achievement, progress monitoring, and review data
- To implement SRA with fidelity
- Monitor the implementation of the Comprehensive Reading Plan and the Bay District Reading Frameworks
- Identify staff development instructional needs and assist in implementing strategies for students performing below the proficiency level
- Review SRA data

## 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**

Grade level PLC's have been created to encourage positive working relationships among all teachers. All teachers participate in weekly PLC's at 2:15pm each week. This uninterrupted time allows teachers to create common assessments, determine student requirements to show proficiency of standards, and to plan collaboratively. Teachers also have common planning time before, during, and after school in which to collaborate.

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

1. Regular meetings of new teachers with administration (Administration)
2. Provide professional development throughout school year for instructional staff (Administration and Highly Qualified Instructional Coaches)
3. Provide teacher mentoring for new or struggling teachers (Grade Group Chairs)
4. Provide individualized support upon teacher request (Administration, Grade Group Chairs, and Highly Qualified Instructional Coaches)

5. Learning walks provided for new or struggling teachers (Administration, Grade Group Chairs, and Highly Qualified Instructional Coaches)

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

All first and second year teachers and teachers new to Bay District Schools will be paired with a school based mentor (grade level chair) and a district assigned mentor through the New Teacher Induction Program.

The following mentees will meet with their assigned school-based mentor during weekly grade group meetings to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will be discussed at meetings. Other opportunities of support may include specific professional development based on need.

School Based Mentees/Mentors:

Darlene McGee (1st year teacher)-Marie Albin (1st Grade Chair)

Savannah Smith (1st year teacher)-Leah Marguiles (District Coach)/Charlotte Blue (2nd Grade Chair)

Kaylin Bontrager (1st year teacher)-Charlotte Blue (2nd Grade Chair)

Katrina Segrest-Adams (1st year at Parker)-Lisa Miller (3rd Grade Chair)

Heather Risinger (1st year teacher)-Aimee Brooks (4th Grade Chair)

Ashley Miller (1st year teacher)-Beth Ann Hurst (5th Grade Chair)

Gwen Proper (1st year teacher at Parker)-Charlotte Blue (2nd Grade Chair)

## **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***

Parker Elementary currently uses SRA as core reading curriculum and Go Math as a core math resource. Lesson planning at Parker begins first with the Florida Standard (Next Gen) in all PLC's. Teachers then unpack the standard and collaborate together as to what proficiency would look like. Next, a common assessment is created to assess the standard. Strategies are then discussed as to what instruction should look like. Although we use SRA as our core reading program, all teachers are infusing the lessons as well as instructing students on grade level standards during a mini-lesson either before or after the reading lesson. PLC's are creating common assessments based on grade level standards. Student grades are derived based on these grade level common assessments that are being pulled from the power standards as seen on the FSA Test Design Summary and Blueprint.

#### **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***

Parker Elementary has implemented SRA Signature Series as its core reading program for this year. This decision was based on prior data from last year showing the effectiveness of SRA with a small sampling of our students as well as our current school grade. Teachers collect data on every student using a data notebook. Teachers are tracking student mastery as well as student attendance for lessons. Every student was given the placement test either at the end of last school year or the beginning of this year to ensure correct initial placement. As the year progresses, students who are

not meeting mastery will be regrouped to ensure that they are learning the material as well as being provided differentiation based on need.

Tier 2 academic students are receiving differentiated instruction during the reading or math block. Students are progress monitored monthly. Data is reviewed monthly at MTSS Grade Level Meetings as well as shared to the Leadership Team in monthly meetings.

Tier 3 academic students are receiving additional intervention on top of core instruction and tier 2. Special area has been suspended for these students showing the most need. These students are progress monitored each week. Student data is reviewed monthly at MTSS Grade Level Meetings as well as shared to the Leadership Team in monthly meetings.

School-wide Data is being compiled on every Parker student and is entered into a school-wide data spreadsheet. The assessments monitored are DAR, Dibels, Discovery Education Assessments, Common Grade level Assessments as well as student interest surveys and learning styles. The Parker Leadership Team uses this data to make decisions for the school as a whole as well as for individual students.

***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:** 45

Students receiving tier 3 support are given intensive instruction in lieu of special area each day. This allows the student to stay in the class for all core instruction versus being pulled out for an additional 30 minutes of intervention.

### ***Strategy Rationale***

In the past, students receiving tier 3 support have been pulled out of other academic subjects to receive intervention in reading and math. This was causing issues for the student in science and social studies as well as scheduling issues for the school.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Blue, Charlotte, bluecd@bay.k12.fl.us

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

Weekly progress monitoring data is collected on every tier 3 student. Data is used to determine student success with the intervention. If students do not show progress, interventions are changed to allow the student the chance to respond to the intervention. Data is shared monthly in grade level meetings as well as Parker Leadership/MTSS meetings.

## **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***

At Parker Elementary School, all students in the pre-kindergarten program are assessed prior to exiting in order to check for mastery of the Florida Early Learning and Developmental Standards for Four Year Olds. Each child is given the Florida Voluntary Pre-Kindergarten (VPK) assessment three times during the school year. These tests correlate with the Florida VPK Standards and show any developmental growth throughout the school year. Throughout the school year, all pre-kindergarten students are taught and evaluated on the following areas:

- \*Physical Health
- \*Approaches to Learning
- \*Social and Emotional
- \*Language and Communication
- \*Emergent Literacy
- \*Mathematical and Scientific Learning
- \*Social Studies
- \*Motor Development

All evaluations are documented and kept in a student's portfolio.

As for Exceptional Student Education (ESE) Pre-Kindergarten students, they are assessed twice yearly using the Brigance Inventory of Early Development. This test is designed to evaluate students in the areas of literacy and math skills.

At Parker Elementary School, all incoming kindergarten students will use a staggered start model. Parents and students will attend a brief orientation on the first day of school. Half of the students will attend school on the second day of school. The second half will attend on the third day of school. All kindergartners will attend on the fourth day and continue thereafter for the remainder of the school year. This gives parents and teachers more time to discuss concerns and meet students on a more personal level. In addition, all incoming kindergarten students are assessed in order to determine individual and group needs. The Florida Kindergarten Readiness Screener (FLKRS) is given within the first thirty days of school to assess the readiness of each incoming kindergarten student as well as the Number Sense Screener.

### **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***

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

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

***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

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

## Strategic Goals Summary

- G1.** Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits.
  
- G2.** Parker Elementary 5th grade student proficiency will increase in science by providing hands on inquiry intervention using current student data to pinpoint areas in need.

## 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.** Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits. 1a

G045437

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	71.0
FSA - Mathematics - Proficiency Rate	20.0
Math Gains	20.0
Math Lowest 25% Gains	25.0
AMO Reading - African American	61.0
AMO Reading - SWD	45.0
AMO Math - African American	47.0
AMO Math - SWD	52.0

**Resources Available to Support the Goal** 2

- School-wide PLC implementation
- District and School level math coach
- School Literacy Coach
- SRA Implementation in the Core
- District Data Coach
- District push of progression scales in math
- Common Assessments
- First in Math Program
- SM7-Reading/Math

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge of data driven lesson planning and using common assessments

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

Common Assessment data will be monitored through monthly data chats and monthly leadership team meetings. The quality of assessments will be determined if they are standards based or standards referenced indicating that teachers had the necessary time to devote to creating them. Lesson plans will be monitored in the areas of standard, DOK, Lesson Objective, Awareness of Possible Misconceptions, Activating Strategy/Bell Ringer, Differentiated Instruction, Spiral Review, Resources, Assessment and Reflection.

**Person Responsible**

Kimberly Kirkman

**Schedule**

Monthly, from 10/15/2014 to 4/15/2015

**Evidence of Completion**

Student data will be collected to determine if students are closing the gaps to proficiency in reading and math

**G2.** Parker Elementary 5th grade student proficiency will increase in science by providing hands on inquiry intervention using current student data to pinpoint areas in need. 1a

G045624

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal** 2

- SRA Science Lab
- Departmentalized 5th Grade
- Title 1 Unit that could push in additional help in science
- Stocked science lab on campus
- District Science Coach-Katie McCurdy
- Common Assessments
- Science PLC
- 7 Robotic Kits

**Targeted Barriers to Achieving the Goal** 3

- Current reading level of most students is below proficiency (53% as of FCAT 2014)

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

Reading and Science common assessment data and Reading Mastery Tests will be analyzed monthly

**Person Responsible**

Kimberly Kirkman

**Schedule**

Monthly, from 10/15/2014 to 5/20/2015

**Evidence of Completion**

Reading and common assessment data will be collected and added to the school master assessment spreadsheet



## 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.** Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits. **1**

 G045437

**G1.B4** Lack of teacher knowledge of data driven lesson planning and using common assessments **2**

 B112283

**G1.B4.S1** Develop the school leadership team's capacity to head PLC's and be able to lead teams to create common assessments. **4**

 S123846

### Strategy Rationale

Teacher understanding of common assessments is low at Parker Elementary. The school leadership team needs to learn the basics of what a PLC is and what it does before they can lead others. They also need to understand how to plan using data as well as planning lessons with the end in mind.

### Action Step 1 **5**

We will provide intense professional development in data driven dialogue, common assessment creation, as well as collaborative lesson planning for the Parker School Leadership Team.

#### Person Responsible

Kimberly Kirkman

#### Schedule

On 7/31/2014

#### Evidence of Completion

Collect anchor charts with work samples from the week, sign in sheets for week of training

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

Classroom walk throughs will be implemented in the leadership team classrooms to monitor implementation of PD such as FCIM lessons and data driven dialogue

**Person Responsible**

Kimberly Kirkman

**Schedule**

Biweekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Anchor charts, lesson vocabulary posted, FCIM lesson plans that are provided to faculty from Leadership Team

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

Leadership Team Team Notes as well as PLC Notes will be monitored

**Person Responsible**

Charlotte Blue

**Schedule**

Quarterly, from 9/18/2014 to 4/23/2015

***Evidence of Completion***

PLC and Leadership Team Notes, Log of Assistance to team members

**G1.B4.S3** Utilize the district data coach to provide professional development on planning and creating common assessments using data **4**

 S123849

### **Strategy Rationale**

The district has hired a district data coach to help teachers and/or schools understand the difference between standards based and standards referenced as well as data based decision making.

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

Lesson Planning PD with Lora McCalister and the Parker Leadership Team

#### **Person Responsible**

Kimberly Kirkman

#### **Schedule**

On 9/30/2014

#### **Evidence of Completion**

Lesson Planning Presentation, Sign-in Sheets, Agenda

### **Action Step 2** **5**

Baseline Data Lesson Plan Check of all Parker Teacher Plans

#### **Person Responsible**

Kimberly Kirkman

#### **Schedule**

On 9/26/2014

#### **Evidence of Completion**

Data and Feedback to teachers regarding the weekly lesson plans shared to full faculty

**Action Step 3** 5

End of the Year Lesson Plan Check of all Parker Teacher Plans

**Person Responsible**

Kimberly Kirkman

**Schedule**

***Evidence of Completion***

Data and Feedback to teachers regarding the progression from data point one in September 2014

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

Leadership Team members will be required to facilitate conversations with PLC concerning the process of effective planning

**Person Responsible**

Kimberly Kirkman

**Schedule**

Weekly, from 9/30/2014 to 5/26/2015

***Evidence of Completion***

Lesson plans will be monitored based on data at least 3 times during the year. Data will be collected to determine what percentage of plans are unsatisfactory, needs improvement, effective, or highly effective in the school.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

Data will be monitored to determine if the professional development on planning has been effective

**Person Responsible**

Kimberly Kirkman

**Schedule**

Quarterly, from 9/30/2014 to 5/26/2015

***Evidence of Completion***

Data from the plans as well as actual samples will be collected

**G1.B4.S5 Implement SRA Signature Series with Fidelity for all students** 4

S137269

**Strategy Rationale**

Teachers will be held accountable for SRA data notebooks and monthly data chats of all students

**Action Step 1** 5

Teachers will implement SRA Signature Reading with fidelity for all students and will use a data notebook to track all data for all students.

**Person Responsible**

Charlotte Blue

**Schedule**

Daily, from 9/24/2014 to 5/29/2015

**Evidence of Completion**

Teacher data notebooks will serve as evidence as well as walk throughs

**Plan to Monitor Fidelity of Implementation of G1.B4.S5** 6

Data notebooks will be collected during monthly data chats

**Person Responsible**

Kimberly Kirkman

**Schedule**

On 5/20/2015

**Evidence of Completion**

Data notebooks tracking student mastery tests and reading fluency checks as well as attendance

**Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7**

Data notebooks will be monitored as well as teacher lesson plans

**Person Responsible**

Kimberly Kirkman

**Schedule**

Weekly, from 9/24/2014 to 5/27/2015

**Evidence of Completion**

Notebooks will be collected and teachers will be held accountable as to the progress of students in the core reading program

**G1.B4.S7** Prepare the first 4 cycles of FCIM lessons for all teachers so they can see the plan in action, spend their planning time reviewing the lesson which will in turn provide job-embedded professional development for all teachers 4

 S138312

**Strategy Rationale**

Teachers are unsure of the FCIM Instructional Framework. By providing the first 4 cycles of instruction, Parker leadership team can pull content that will strengthen Teacher-Student relationships as well as provide needed professional development for teachers

**Action Step 1 5**

Teachers will receive the first 4 cycles of FCIM lessons in reading, math, science, and social studies at the beginning of the year. The content will include student interest surveys, multiple intelligence, prerequisites in math, learning styles, and the 10 Literacy Commandments.

**Person Responsible**

Charlotte Blue

**Schedule**

Weekly, from 8/11/2014 to 9/23/2014

**Evidence of Completion**

Lesson plans and materials, Data from the lessons has been entered into a school-wide data base for future reference

**Plan to Monitor Fidelity of Implementation of G1.B4.S7 6**

Parker Leadership Team will meet weekly to address school-needs, prepare lessons, and determine if they are data-driven and standards-based

**Person Responsible**

Charlotte Blue

**Schedule**

On 9/18/2014

***Evidence of Completion***

Leadership Team Meeting Agendas, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B4.S7 7**

Classroom walk-throughs will be performed with administration and district data coach

**Person Responsible**

Kimberly Kirkman

**Schedule**

Biweekly, from 8/28/2014 to 9/25/2014

***Evidence of Completion***

Reflections from walk-throughs, emails to teachers, discussion at Leadership and Faculty meetings

**G2.** Parker Elementary 5th grade student proficiency will increase in science by providing hands on inquiry intervention using current student data to pinpoint areas in need. 1

G045624

**G2.B3** Current reading level of most students is below proficiency (53% as of FCAT 2014) 2

B112628

**G2.B3.S1** Implement SRA Signature Series with fidelity for all students 4

S124138

### Strategy Rationale

SRA has been chosen as the core reading program for Parker Elem in 2014/15 due to gaps in foundational reading skills as well as disproportional amount of students in intervention

### Action Step 1 5

Parker teachers will implement SRA Signature Series as the core reading program in 2014/15.

#### Person Responsible

Kimberly Kirkman

#### Schedule

On 6/3/2015

#### Evidence of Completion

Charlotte Blue

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Data notebooks will be kept on all students

#### Person Responsible

Kimberly Kirkman

#### Schedule

Monthly, from 9/24/2014 to 4/15/2015

#### Evidence of Completion

Data notebooks will be collected, data chat minutes



**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Monthly Data Chats will take place with all teachers and administration discussing student SRA data

**Person Responsible**

Kimberly Kirkman

**Schedule**

Monthly, from 9/17/2014 to 5/20/2015

**Evidence of Completion**

School-wide data spreadsheet will be updated at each meeting, minutes from meeting, agendas

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Students will be monitored as to success and ability to perform on grade level using SRA mastery tests and common assessments

**Person Responsible**

Charlotte Blue

**Schedule**

Monthly, from 10/15/2014 to 5/20/2015

**Evidence of Completion**

Student common assessment and mastery test data will be collected and analyzed

**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.B4.S1.A1	We will provide intense professional development in data driven dialogue, common assessment creation, as well as collaborative lesson planning for the Parker School Leadership Team.	Kirkman, Kimberly	7/28/2014	Collect anchor charts with work samples from the week, sign in sheets for week of training	7/31/2014 one-time
G2.B3.S1.A1	Parker teachers will implement SRA Signature Series as the core reading program in 2014/15.	Kirkman, Kimberly	9/24/2014	Charlotte Blue	6/3/2015 one-time
G1.B4.S3.A1	Lesson Planning PD with Lora McCalister and the Parker Leadership Team	Kirkman, Kimberly	9/30/2014	Lesson Planning Presentation, Sign-in Sheets, Agenda	9/30/2014 one-time
G1.B4.S5.A1	Teachers will implement SRA Signature Reading with fidelity for all students and	Blue, Charlotte	9/24/2014	Teacher data notebooks will serve as evidence as well as walk throughs	5/29/2015 daily

**Bay - 0211 - Parker Elementary School - 2014-15 SIP**  
*Parker Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will use a data notebook to track all data for all students.				
G1.B4.S7.A1	Teachers will receive the first 4 cycles of FCIM lessons in reading, math, science, and social studies at the beginning of the year. The content will include student interest surveys, multiple intelligence, prerequisites in math, learning styles, and the 10 Literacy Commandments.	Blue, Charlotte	8/11/2014	Lesson plans and materials, Data from the lessons has been entered into a school-wide data base for future reference	9/23/2014 weekly
G1.B4.S3.A2	Baseline Data Lesson Plan Check of all Parker Teacher Plans	Kirkman, Kimberly	9/22/2014	Data and Feedback to teachers regarding the weekly lesson plans shared to full faculty	9/26/2014 one-time
G1.B4.S3.A3	End of the Year Lesson Plan Check of all Parker Teacher Plans	Kirkman, Kimberly	5/6/2015	Data and Feedback to teachers regarding the progression from data point one in September 2014	one-time
G1.MA1	Common Assessment data will be monitored through monthly data chats and monthly leadership team meetings. The quality of assessments will be determined if they are standards based or standards referenced indicating that teachers had the necessary time to devote to creating them. Lesson plans will be monitored in the areas of standard, DOK, Lesson Objective, Awareness of Possible Misconceptions, Activating Strategy/Bell Ringer, Differentiated Instruction, Spiral Review, Resources, Assessment and Reflection.	Kirkman, Kimberly	10/15/2014	Student data will be collected to determine if students are closing the gaps to proficiency in reading and math	4/15/2015 monthly
G1.B4.S1.MA1	Leadership Team Team Notes as well as PLC Notes will be monitored	Blue, Charlotte	9/18/2014	PLC and Leadership Team Notes, Log of Assistance to team members	4/23/2015 quarterly
G1.B4.S1.MA1	Classroom walk throughs will be implemented in the leadership team classrooms to monitor implementation of PD such as FCIM lessons and data driven dialogue	Kirkman, Kimberly	8/27/2014	Anchor charts, lesson vocabulary posted, FCIM lesson plans that are provided to faculty from Leadership Team	5/27/2015 biweekly
G1.B4.S3.MA1	Data will be monitored to determine if the professional development on planning has been effective	Kirkman, Kimberly	9/30/2014	Data from the plans as well as actual samples will be collected	5/26/2015 quarterly
G1.B4.S3.MA1	Leadership Team members will be required to facilitate conversations with PLC concerning the process of effective planning	Kirkman, Kimberly	9/30/2014	Lesson plans will be monitored based on data at least 3 times during the year. Data will be collected to determine what percentage of plans are unsatisfactory, needs improvement, effective, or highly effective in the school.	5/26/2015 weekly
G1.B4.S5.MA1	Data notebooks will be monitored as well as teacher lesson plans	Kirkman, Kimberly	9/24/2014	Notebooks will be collected and teachers will be held accountable as to the progress of students in the core reading program	5/27/2015 weekly
G1.B4.S5.MA1	Data notebooks will be collected during monthly data chats	Kirkman, Kimberly	10/15/2014	Data notebooks tracking student mastery tests and reading fluency checks as well as attendance	5/20/2015 one-time
G1.B4.S7.MA1	Classroom walk-throughs will be performed with administration and district data coach	Kirkman, Kimberly	8/28/2014	Reflections from walk-throughs, emails to teachers, discussion at Leadership and Faculty meetings	9/25/2014 biweekly
G1.B4.S7.MA1	Parker Leadership Team will meet weekly to address school-needs, prepare lessons, and determine if they are data-driven and standards-based	Blue, Charlotte	8/11/2014	Leadership Team Meeting Agendas, Lesson Plans	9/18/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Reading and Science common assessment data and Reading Mastery Tests will be analyzed monthly	Kirkman, Kimberly	10/15/2014	Reading and common assessment data will be collected and added to the school master assessment spreadsheet	5/20/2015 monthly
G2.B3.S1.MA1	Students will be monitored as to success and ability to perform on grade level using SRA mastery tests and common assessments	Blue, Charlotte	10/15/2014	Student common assessment and mastery test data will be collected and analyzed	5/20/2015 monthly
G2.B3.S1.MA1	Data notebooks will be kept on all students	Kirkman, Kimberly	9/24/2014	Data notebooks will be collected, data chat minutes	4/15/2015 monthly
G2.B3.S1.MA2	Monthly Data Chats will take place with all teachers and administration discussing student SRA data	Kirkman, Kimberly	9/17/2014	School-wide data spreadsheet will be updated at each meeting, minutes from meeting, agendas	5/20/2015 monthly

## 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.** Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits.

**G1.B4** Lack of teacher knowledge of data driven lesson planning and using common assessments

**G1.B4.S1** Develop the school leadership team's capacity to head PLC's and be able to lead teams to create common assessments.

### PD Opportunity 1

We will provide intense professional development in data driven dialogue, common assessment creation, as well as collaborative lesson planning for the Parker School Leadership Team.

#### Facilitator

Lora McCalister

#### Participants

Parker School Leadership Team

#### Schedule

On 7/31/2014

**G1.B4.S3** Utilize the district data coach to provide professional development on planning and creating common assessments using data

### PD Opportunity 1

Lesson Planning PD with Lora McCalister and the Parker Leadership Team

#### Facilitator

Lora McCalister

#### Participants

Parker Leadership Team

#### Schedule

On 9/30/2014

**G1.B4.S5** Implement SRA Signature Series with Fidelity for all students

**PD Opportunity 1**

Teachers will implement SRA Signature Reading with fidelity for all students and will use a data notebook to track all data for all students.

**Facilitator**

Jane Fordham and Debra Guyler

**Participants**

All Parker teachers, paraprofessionals, and administration

**Schedule**

Daily, from 9/24/2014 to 5/29/2015

**G2.** Parker Elementary 5th grade student proficiency will increase in science by providing hands on inquiry intervention using current student data to pinpoint areas in need.

**G2.B3** Current reading level of most students is below proficiency (53% as of FCAT 2014)

**G2.B3.S1** Implement SRA Signature Series with fidelity for all students

**PD Opportunity 1**

Parker teachers will implement SRA Signature Series as the core reading program in 2014/15.

**Facilitator**

Jane Fordham/Debra Guyler

**Participants**

All Parker teachers and instructional paraprofessionals

**Schedule**

On 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits.	5,630
<b>Grand Total</b>	<b>5,630</b>

Goal 1: Parker Elementary will increase student proficiency in reading and math by utilizing data-driven common assessments and the FCIM instructional framework to target school-wide deficits.		
Description	Source	Total
<b>B1.S1.A1</b> - School Allocation	Title I Part A	4,810
<b>B4.S1.A1</b> - Planning and PD days with Lora McCalister as facillitator	General Fund	820
<b>Total Goal 1</b>		<b>5,630</b>