Parker Elementary School

2015-16 School Improvement Plan

Parker Elementary School

640 S HIGHWAY 22 A, Panama City, FL 32404

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey

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. Teachers provide team building activities for the first few weeks of school. Multiple parent meetings such as open house, meet and greet, and parent/teacher conferences are held to open communication lines between parents, teachers and students. Parents are also encouraged to participate in Classroom DoJo for student behavior information as well as in Parent Portal for academic information.

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 stationed throughout the school to aid students and to ensure students are following the school-wide expectations. Administration and guidance are also posted throughout the campus at arrival and dismissal to ensure student safety and to build community with students.
During the school day, teachers are using character building activities as well as abiding by a monthly social skills calendar based on school behavior data. Lessons are provided weekly for the entire school population. 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, art club, Spanish club, book 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 2015/16 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 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 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 vs. administration managed. Teacher track student behavior through the use of Classroom Dojo.

All 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. 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. The district has also placed a part-time social worker at the school to provide small group counseling sessions and behavior intervention supports to teachers.

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 a renewed focus on monthly MTSS academic and behavior meetings this year. Teachers will be held responsible for MTSS data as well as tier one behavior data. Students will be individually discussed when entered into Tier 1 review.
Other areas that are discussed are:
-Student attendance
-Suspensions
-Course failure
-SRA data Notebook-SRA Signature Mastery Tests
-Common Assessments
-Student grades
During weekly PLC meetings, all students are discussed and provided either intervention or enrichment based on current performance data of grade level standards.

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	26	27	24	16	21	15	129
One or more suspensions	7	14	5	6	9	14	55
Course failure in ELA or Math	0	1	6	8	5	6	26
Level 1 on statewide assessment	0	0	0	7	18	27	52
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	
	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	2	3	7	9	12	21	54

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

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. Through grade level PLC's, we are able to watch the core and differentiate for students who need it before we look to MTSS Intervention. Students will receive intervention based on grade level standard performance during a common intervention time called "Pirate Time".

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.
We also partner with Tyndall Air force Base which provides many servicemen and servicewomen 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:

Name	Title
Kirkman, Kimberly	Principal
Barron, Christen	Assistant Principal
Blue, Charlotte	Instructional Coach
Hurst, Elizabeth	Teacher, ESE
Brannon, Shelley	Teacher, K-12
Scalf, Debbie	Teacher, K-12
Turner, Ruth	Teacher, K-12
Brown, Destree	Teacher, K-12
Walker, Kim	Teacher, K-12
Segrest-Adams, Katrina	Teacher, K-12

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 (Shelley Clark, Debbie Scalf, Ruth Turner, Destree Brown, Beth Ann Hurst, Kim Walker, Katrina Segrest-Adams) 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 (Charlotte Blue): 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 (Candy Cole): 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 Training Specialist (Karen Beck): 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 as well as in Enrich.

Speech/Language Pathologists (Carol Bohac and Kim O'Connell): 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 (Gretchen): 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 Counselors (Isabelle Hotzman and Cyndi Menfi): 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. Counselors will utilize ENRICH for MTSS to view school status of MTSS implementation.

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 the summer of 2015 emphasizing the use of data-driven dialogue. Areas of special interest were attendance and behavior data. From the use of this data, a new student crisis plan and weekly/monthly attendance incentives were devised. Monies were used to buy attendance bracelets for students with perfect attendance through the week to wear on Friday. We also laminated the new crisis plans for each teacher to keep in their room that provide both the steps for the plan as well as interventions for each of the 6 stages.

Title 1 dollars have been used to provide an Intervention Specialist for our school for the 2015/16 school year. This interventionist is instrumental in assisting teachers with classroom management and student behavior interventions. Other duties include scheduling of student tier 3 interventions.

Parker will continue use of 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 monthly to review school-wide data to identify students in need of core, supplemental, and intervention instruction. Plus2 data and MAP data will be used to determine the effectiveness of the school plan.

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:

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

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 2014/15 school year. SAC members were also instrumental in school-wide problem solving sessions regarding the 2015 school year. The School Improvement Plan was approved by the SAC at a meeting on _____. 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

$172.69 Engaging Students with Poverty in Mind DVD for Elementary School
$343.00 Attendance Wrist Bands for each child as an attendance incentive
$282.95 Student recognition items for Positive Behavior

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:

Name	Title
Brannon, Shelley	Teacher, ESE
Turner, Ruth	Teacher, ESE
Segrest-Adams, Katrina	Teacher, K-12
Scalf, Debbie	Teacher, K-12
Brown, Destree	Teacher, K-12
Walker, Kim	Teacher, K-12
Hurst, Elizabeth	Teacher, K-12
Blue, Charlotte	Teacher, K-12
Clark, Shelley	

Duties

Describe how the LLT promotes literacy within the school

Major Initiatives for 2015-2016
• To support teachers in strengthening the core literacy curriculum and implementing Florida ELA Standards
• To work as a team 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
-Review MAP 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 2:10pm each Tuesday in the same location. 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 (Adminstration 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 from Literacy or district math coaches.
School Based Mentees/Mentors:
Darlene McGee (2ndyear teacher)-Debbie Scalf(1st Grade Chair)
Savannah Smith (2nd year teacher)-Ruth Turner (2nd Grade Chair)
Kaylin Bontrager (2nd year teacher)-Ruth Turner (2nd Grade Chair)
Heather Risinger (2nd year teacher)-Katrina Segrest-Adams (5th Grade Chair)
Nichele Hulse (2nd year teacher)-Debbie Scalf (1st Grade Chair)
Kelly Vance (2nd year teacher)-Debbie Scalf (1st Grade Chair)
Sadie Davis (2nd year teacher)-Destree Brown (3rd Grade Chair)
Lindsey Wallis (1st year teacher)-Destree Brown (3rd Grade Chair)
Kelli Pirtle (1st year teacher)-Katrina Segrest-Adams (5th Grade Chair)
Deborah Wade (New teacher to BDS)-Katrina Segrest-Adams (5th 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 IReady and MFAS Tasks as math resources. 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, after, or during the reading lesson. 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. 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.
"Pirate Time" is 15-30 minutes daily scheduled during the school day for students to receive differentiated instruction based on data collected from grade level common assessments.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 and learning gains in ELA and math by building capacity of all stakeholders through collaborative professional learning communities that focus on student achievement data to make instructional decisions.

G2. Parker Elementary will decrease the amount of lost instructional time due to behavioral incidents.

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 and learning gains in ELA and math by building capacity of all stakeholders through collaborative professional learning communities that focus on student achievement data to make instructional decisions. `1a`

Targets Supported `1b`   🔍 G070202

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	71.0
FSA Mathematics - Achievement	20.0
Math Gains	20.0
Math Lowest 25% Gains	25.0
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - African American	
AMO Math - SWD	

Resources Available to Support the Goal `2`

- School-wide PLC implementation
- School math coach
- School Literacy Coach
- SRA Implementation in the Core
- Common Assessments
- First in Math Program
- SM8-Reading/Math

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge of data driven lesson planning and using common assessments
- Lack of commonly used reading strategies throughout the school
- Student daily attendance

Plan to Monitor Progress Toward G1. `8`

Common Assessment data will be monitored through monthly PLC meetings as well as MAP data.

Person Responsible
Kimberly Kirkman

Schedule
Monthly, from 6/3/2016 to 6/3/2016

Evidence of Completion
Student data (Common Assessment, MAP, PLUS 2) will be collected to determine if students are closing the gaps to proficiency in reading and math

G2. Parker Elementary will decrease the amount of lost instructional time due to behavioral incidents. 1a

🔍 G070203

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	300.0

Resources Available to Support the Goal 2

- Social Skills
- Classroom Dojo
- Parker Crisis Plan
- Intervention Teacher for Behavior

Targeted Barriers to Achieving the Goal 3

- Inconsistent tier one intervention

Plan to Monitor Progress Toward G2. 8

Collect PBS Behavior data, ODR data, and PLUS2 data

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/18/2015 to 8/18/2015

Evidence of Completion

Change in student behavior, increase in student instructional time

Plan to Monitor Progress Toward G2. 8

Collect Classroom DoJo reports and meet with teachers regarding tier one behavior

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Reports will be used to see if teachers are rewarding students for positive behavior and how often points are being taken away from students. This will also serve as a discussion point for students who made need more intensive tier 2 behavior intervention.

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 and learning gains in ELA and math by building capacity of all stakeholders through collaborative professional learning communities that focus on student achievement data to make instructional decisions. 1

🔍 G070202

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

🔍 B182736

G1.B4.S2 Implement SRA Signature Reading Series and Language with fidelity for all students K-5 and the SRA Read Aloud component in K-1. 4

🔍 S194518

Strategy Rationale

Teachers will be held accountable for SRA data notebooks and monthly SRA data chats with school Literacy Coach

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 8/18/2015 to 6/3/2016

Evidence of Completion

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

Action Step 2 `5`

Provide instructional paraprofessionals for each teacher during ELA to provide small group instruction for students in SRA

Person Responsible

Christen Barron

Schedule

On 6/3/2016

Evidence of Completion

Instructional paraprofessional schedule, data notebooks

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Data notebooks will be collected during monthly data chats

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/18/2015 to 6/3/2016

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.S2 `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

MTSS Meeting Notes, PLC Notes, PLUS 2 Data, SRA Data Chat Notes

G1.B7 Lack of commonly used reading strategies throughout the school 2

🔑 B182739

G1.B7.S1 Implement intervention and enrichment each day in small groups based on student common assessment results in ELA and math. 4

🔑 S194523

Strategy Rationale

Research shows that student learning is higher in small groups rather than whole group. More differentiation is possible in smaller groups.

Action Step 1 5

Address small group instruction in PLC's and with professional development from coaches.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/18/2015 to 5/24/2016

Evidence of Completion

PLC notes, pirate time, professional development, classroom walk-throughs

Action Step 2 5

Master schedule will provide time for each group to spend 15-30 minutes daily in intervention or enrichment.

Person Responsible

Kimberly Kirkman

Schedule

On 8/18/2015

Evidence of Completion

Parker master schedule

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Classroom walkthoughs will be used to monitor small group instruction.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/18/2015 to 5/25/2016

Evidence of Completion

Classroom walkthough forms will be collected as well as teacher lesson plans and PLC notes.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Teachers will turn in PLC notes as well as common assessments in ELA and math to administration.

Person Responsible

Kimberly Kirkman

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Common assessments are emailed to admin, PLC notes, lesson plans

G1.B8 Student daily attendance 2

B182740

G1.B8.S1 Track student attendance and implement school based reward system for weekly attendance. 4

S194524

Strategy Rationale

Students from a low-poverty school need more frequent rewards and encouragement for attendance.

Action Step 1 5

Students will be rewarded for weekly perfect attendance using attendance bracelets.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Weekly and monthly attendance reports will be used as evidence.

Action Step 2 5

Monthly attendance rewards will be provided for students demonstrating perfect attendance for the month.

Person Responsible

Christen Barron

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Monthly attendance reports will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Attendance data will be analyzed in Leadership Team meetings, by guidance as well as in PLUS2 meetings.

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Reports from FOCUS will be pulled

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

FOCUS reports will be analyzed for daily, weekly, and monthly attendance trends.

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Student attendance reports.

G2. Parker Elementary will decrease the amount of lost instructional time due to behavioral incidents. 1

G070203

G2.B2 Inconsistent tier one intervention 2

B182742

G2.B2.S1 Implement Classroom Dojo school-wide 4

S194525

Strategy Rationale

Classroom Dojo will provide tier 1 consistency for all teachers and students as well as a means to provide communication to parents

Action Step 1 5

All Parker teachers will use Classroom Dojo as behavior documentation.

Person Responsible

Christen Barron

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Parent communication and teacher reports based on students receiving and losing points.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monthly MTSS-B data chats

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

MTSS-B spreadsheet, ODR's, Behavior data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Behavior data will be monitored by PBS team each month

Person Responsible

Christen Barron

Schedule

On 6/3/2016

Evidence of Completion

Data will be provided for each Leadership Team meeting

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.S2.A1	Teachers will implement SRA Signature Reading with fidelity for all students and will use a data notebook to track all data for all students.	Blue, Charlotte	8/18/2015	Teacher data notebooks will serve as evidence as well as SRA walk throughs	6/3/2016 daily
G1.B7.S1.A1	Address small group instruction in PLC's and with professional development from coaches.	Kirkman, Kimberly	8/18/2015	PLC notes, pirate time, professional development, classroom walk-throughs	5/24/2016 weekly
G1.B8.S1.A1	Students will be rewarded for weekly perfect attendance using attendance bracelets.	Kirkman, Kimberly	8/18/2015	Weekly and monthly attendance reports will be used as evidence.	6/3/2016 weekly
G2.B2.S1.A1	All Parker teachers will use Classroom Dojo as behavior documentation.	Barron, Christen	8/18/2015	Parent communication and teacher reports based on students receiving and losing points.	6/3/2016 daily
G1.B4.S2.A2	Provide instructional paraprofessionals for each teacher during ELA to provide small group instruction for students in SRA	Barron, Christen	8/18/2015	Instructional paraprofessional schedule, data notebooks	6/3/2016 one-time
G1.B7.S1.A2	Master schedule will provide time for each group to spend 15-30 minutes daily in intervention or enrichment.	Kirkman, Kimberly	8/18/2015	Parker master schedule	8/18/2015 one-time
G1.B8.S1.A2	Monthly attendance rewards will be provided for students demonstrating perfect attendance for the month.	Barron, Christen	8/18/2015	Monthly attendance reports will be used as evidence.	6/3/2016 monthly
G1.MA1	Common Assessment data will be monitored through monthly PLC meetings as well as MAP data.	Kirkman, Kimberly	6/3/2016	Student data (Common Assessment, MAP, PLUS 2) will be collected to determine if students are closing the gaps to proficiency in reading and math	6/3/2016 monthly
G1.B7.S1.MA1	Teachers will turn in PLC notes as well as common assessments in ELA and math to administration.	Kirkman, Kimberly	9/1/2015	Common assessments are emailed to admin, PLC notes, lesson plans	5/31/2016 biweekly
G1.B7.S1.MA1	Classroom walkthoughs will be used to monitor small group instruction.	Kirkman, Kimberly	8/18/2015	Classroom walkthough forms will be collected as well as teacher lesson plans and PLC notes.	5/25/2016 weekly
G1.B8.S1.MA1	FOCUS reports will be analyzed for daily, weekly, and monthly attendance trends.	Kirkman, Kimberly	8/18/2015	Student attendance reports.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.MA1	Attendance data will be analyzed in Leadership Team meetings, by guidance as well as in PLUS2 meetings.	Kirkman, Kimberly	8/18/2015	Reports from FOCUS will be pulled	6/3/2016 monthly
G1.B4.S2.MA1	Data notebooks will be monitored as well as teacher lesson plans	Kirkman, Kimberly	9/24/2014	MTSS Meeting Notes, PLC Notes, PLUS 2 Data, SRA Data Chat Notes	5/27/2015 weekly
G1.B4.S2.MA1	Data notebooks will be collected during monthly data chats	Kirkman, Kimberly	8/18/2015	Data notebooks tracking student mastery tests and reading fluency checks as well as attendance	6/3/2016 monthly
G2.MA1	Collect PBS Behavior data, ODR data, and PLUS2 data	Kirkman, Kimberly	8/18/2015	Change in student behavior, increase in student instructional time	8/18/2015 monthly
G2.MA2	Collect Classroom DoJo reports and meet with teachers regarding tier one behavior	Kirkman, Kimberly	9/16/2015	Reports will be used to see if teachers are rewarding students for positive behavior and how often points are being taken away from students. This will also serve as a discussion point for students who made need more intensive tier 2 behavior intervention.	5/18/2016 monthly
G2.B2.S1.MA1	Behavior data will be monitored by PBS team each month	Barron, Christen	8/18/2015	Data will be provided for each Leadership Team meeting	6/3/2016 one-time
G2.B2.S1.MA1	Monthly MTSS-B data chats	Kirkman, Kimberly	8/18/2015	MTSS-B spreadsheet, ODR's, Behavior data	6/3/2016 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 and learning gains in ELA and math by building capacity of all stakeholders through collaborative professional learning communities that focus on student achievement data to make instructional decisions.

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

G1.B4.S2 Implement SRA Signature Reading Series and Language with fidelity for all students K-5 and the SRA Read Aloud component in K-1.

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 8/18/2015 to 6/3/2016

G1.B7 Lack of commonly used reading strategies throughout the school

G1.B7.S1 Implement intervention and enrichment each day in small groups based on student common assessment results in ELA and math.

PD Opportunity 1

Address small group instruction in PLC's and with professional development from coaches.

Facilitator

Coaches

Participants

All Parker teachers

Schedule

Weekly, from 8/18/2015 to 5/24/2016

G2. Parker Elementary will decrease the amount of lost instructional time due to behavioral incidents.

G2.B2 Inconsistent tier one intervention

G2.B2.S1 Implement Classroom Dojo school-wide

PD Opportunity 1

All Parker teachers will use Classroom Dojo as behavior documentation.

Facilitator

Kimberly Kirkman and Christen Barron

Participants

All teachers

Schedule

Daily, from 8/18/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S2.A1	**Teachers will implement SRA Signature Reading with fidelity for all students and will use a data notebook to track all data for all students.**				**$0.00**
2	G1.B4.S2.A2	**Provide instructional paraprofessionals for each teacher during ELA to provide small group instruction for students in SRA**				**$140,767.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	150-Aides	0211 - Parker Elementary School	Title I Part A		$140,767.00
3	G1.B7.S1.A1	**Address small group instruction in PLC's and with professional development from coaches.**				**$0.00**
4	G1.B7.S1.A2	**Master schedule will provide time for each group to spend 15-30 minutes daily in intervention or enrichment.**				**$0.00**
5	G1.B8.S1.A1	**Students will be rewarded for weekly perfect attendance using attendance bracelets.**				**$0.00**
6	G1.B8.S1.A2	**Monthly attendance rewards will be provided for students demonstrating perfect attendance for the month.**				**$0.00**
7	G2.B2.S1.A1	**All Parker teachers will use Classroom Dojo as behavior documentation.**				**$0.00**
					Total:	**$140,767.00**