

Bay District Schools

Parker Elementary School



2016-17 Schoolwide Improvement Plan

Parker Elementary School

640 S HIGHWAY 22 A, Panama City, FL 32404

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	

**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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Parker Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 believes is a top priority. Peace First Curriculum lessons provide teachers weekly class building activities for each classroom. 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.

b. 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 curriculum "Peace First". Lessons are provided daily for the entire school population. Morning and afternoon meetings are facilitated by grade level teachers. There is also an anonymous reporting box for bullying located in guidance. After school, multiple clubs are available for students to participate in such as Girls On the Run and Chorus.

c. 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 2016/17 school year, teachers are required to implement Peace First as a school-wide social skills curriculum. Morning and afternoon meetings are facilitated each day by grade level teachers. 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 choose 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.

Teachers track student behavior through the use of Classroom Dojo.

All teachers and paras receive PBS training at the beginning of the school year.

All teachers attend monthly behavior data chats that include data and interventions used in tier 1, tier 2, and tier 3.

d. 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 2 certified Guidance Counselors as well as 1 Student Service Interventionist to aid students. Parker also has a mentoring program with Tyndall Air Force Base and area churches 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Parker has a focus on monthly MTSS academic and behavior meetings. 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 discussed are:

- Student attendance
- Suspensions
- Course failure
- SRA data Notebook-SRA Signature Mastery Tests
- Common Assessments
- Student grades
- Tier 1 Behavior Interventions

During weekly PLC meetings, all students are discussed and provided either intervention or enrichment based on current performance data of grade level standards.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	17	24	11	18	19	0	0	0	0	0	0	0	109
One or more suspensions	1	4	8	5	3	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	2	2	7	12	9	8	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	26	39	41	0	0	0	0	0	0	0	106
	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	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	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	4	14	17	21	0	0	0	0	0	0	0	59

c. 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 students to stay in the room for all content area instruction. Intervention is supervised by an intervention teacher (Charlotte Blue) and is also delivered by instructional paras that have been trained in the intervention. Parker also pays 2 teacher supplements to provide interventions to students during their planning periods. Through grade level PLC's, we are able to watch the core and differentiate for students prior to MTSS Intervention. Students will receive intervention based on grade level standard performance during a common intervention time in each grade level.

Monthly admin and teachers meet for an academic data chat as well as a behavior data chat. At these meetings, students in intervention are discussed. Topics usually include the student's progress or lack thereof, the intervention and goal, possible need to change the academic intervention and multiple other supports (i.e. language intervention, assistance from the Speech therapist, attendance strategies, use of Social Worker) to ensure success of all students.

During the monthly behavior chats, students receiving tier 2 and 3 behavior interventions are discussed first. Next, we pull data from our core tier 1 program which is classroom dojo. We look for students that may be having difficulty in class and are not yet identified. We also look to make sure teachers are following the school-wide tier 1 plan and providing specific positive praise to students through the use of classroom dojo.

Besides these monthly data chats with teachers, admin and interventionist meet monthly with the tier 2 and tier 3 behavior students for a behavior assembly. At this assembly, students that have met their goal 3 out of 4 weeks are given a reward. We also provide students certificates for moving down a tier to celebrate their success in showing themselves a peacemaker at Parker.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316711>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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. Emerald Coast Fellowship and Refuge Church are two churches that have adopted teachers, staff, and students. 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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. 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
Hurst, Elizabeth	Teacher, ESE
Turner, Ruth	Teacher, K-12
Walker, Kim	Teacher, K-12
Segrest-Adams, Katrina	Teacher, K-12
Albin, Marie	Teacher, K-12
Hurst, BethAnn	Teacher, K-12
Mathias, Kaylin	Teacher, K-12
Risinger, Heather	Teacher, K-12

b. Duties

1. 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 (Ruth Turner, Marie Albin, Kaylin Mathias, Heather Risinger, 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. Charlotte leads MTSS Grade Level Teams during monthly MTSS Grade Level Meetings and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students and continues to match child-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success.

Speech/Language Pathologists (Carol Bohac and Karissa Varnum): 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 Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; supports intervention documentation for fidelity; and participates in Student Problem Solving Meetings with Tier 3 students/families.

Guidance Counselors (Isabelle Hitzman and Bethany Wolfe): 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.

2. 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 2016 emphasizing the use of data-driven dialogue. Areas of special interest were attendance, math, science and behavior data. From the use of this data, a new social skills curriculum "Peace First" will be delivered by teachers. Teachers will also follow science integration calendars. Attendance weekly/monthly incentives were discussed and monies were used to buy attendance bracelets for students with perfect attendance through the week to wear on Friday.

Title 1 dollars have been used to provide an Intervention Specialist for our school for the 2016/17 school year. This interventionist is instrumental in assisting teachers with classroom management and student behavior interventions. Other duties include scheduling and providing tier 3 interventions in academics and behavior.

Parker will continue use of SRA Signature Series as core reading instruction. Title 1 monies have been used to purchase additional paraprofessionals for every classroom during reading instruction to provide small groups for all 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. The Parker Leadership Team is currently participating in a book study, Simplifying Response to Intervention by Buffum, Mattos, and Weber.

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

2. School Advisory Council (SAC)

a. Membership

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

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
	Student
Latasha Richardson	Education Support Employee
Norman Alger	Parent
Amie Parsons	Education Support Employee
Lynn Phillips	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. 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.

b. 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 2015/16 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 October 17, 2016. Present at the meeting were parents, teachers, support staff, and administration.

c. 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.

2. 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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Albin, Marie	Teacher, K-12
Turner, Ruth	Teacher, ESE
Segrest-Adams, Katrina	Teacher, K-12
Walker, Kim	Teacher, K-12
Hurst, Elizabeth	Teacher, K-12
Hurst, BethAnn	Teacher, K-12
Mathias, Kaylin	Teacher, K-12
Risinger, Heather	Teacher, K-12
Kirkman, Kimberly	Principal
Barron, Christen	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major Initiatives for 2016-2017

- 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 Reading Mastery, Language, Spelling 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

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. 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 and meet when needed.

2. 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)

3. 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.

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.

Teachers can request coaching from ELA and Math Coaches. Admin can also request coaching for teachers when specific deficiencies are noted.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 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 should look like. Next, a common assessment is created to assess the standard. Strategies are then discussed as to what instruction should be. 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 standards-based 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.

b. Instructional Strategies

1. 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 is implementing 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 with 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 weekly. Student data is reviewed monthly at MTSS Grade Level Meetings as well as shared with the Leadership Team in monthly meetings.

"Pirate Intervention 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. Every student participates in this intervention or enrichment time.

2. 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

Hurst, BethAnn, hurstea@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

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.

All 5th grade students attend a transition day at Everitt Middle School in the spring. Everitt also attends many Parker functions and provides information to parents concerning academics and clubs.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G083990

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	51.0
Math Gains	58.0
Math Lowest 25% Gains	60.0
AMO Reading - SWD	
AMO Math - African American	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Student daily attendance
- Alignment of assessment and instruction
- Using data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 8/30/2016 to 5/26/2017

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

G083991

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	250.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent tier one intervention

Resources Available to Help Reduce or Eliminate the Barriers 2

- Peace First
- Classroom Dojo
- Parker Crisis Plan
- Intervention Teacher for Behavior

Plan to Monitor Progress Toward G2. 8

Collect PBS Behavior data, ODR data, and PLUS2 data

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Change in student behavior, increase in student instructional time

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

 = 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

G083990

G1.B1 Student daily attendance 2

B223171

G1.B1.S1 Track student attendance and implement school based reward system for weekly attendance.

4

S235453

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 8/26/2016 to 5/26/2017

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 10/7/2016 to 5/26/2017

Evidence of Completion

Monthly attendance reports will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Reports from FOCUS will be pulled

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 9/8/2016 to 5/11/2017


Evidence of Completion

Student attendance reports.

G1.B2 Alignment of assessment and instruction **2**

 B223172

G1.B2.S1 Paraprofessionals will provide small group instruction in reading and math **4**

 S235454

Strategy Rationale

Small group instruction provides more impact than whole group for our demographics

Action Step 1 **5**

Provide small group instruction for all students

Person Responsible

Kimberly Kirkman

Schedule

Daily, from 8/18/2016 to 5/26/2017

Evidence of Completion

SRA Data Notebooks, Para schedule, Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Para schedules will be monitored as well as individual classroom data.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Lesson plans, data notebooks, student assessment scores

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Admin will monitor through classroom walk throughs and student assessment data.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Student assessment scores, data notebooks, PLUS2 data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Admin will monitor through classroom walk throughs and student assessment data.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Student assessment scores, data notebooks, PLUS2 data

G1.B2.S2 Provide supplemental readers to students specifically non-fiction text in science and social science as well as supplies for teacher plc's 4

 S235455

Strategy Rationale

Students need exposure to non-fiction text and teachers need to include science and social studies within the reading block

Action Step 1 5

Students will be given non-fiction supplemental text during ELA.

Person Responsible

Christen Barron

Schedule

Biweekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

ELA common assessment grades will be analyzed.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson plans and common assessment data will be analyzed.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Teacher lesson plans, FSA data, PLUS2 data, student common assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student common assessment data will be monitored by grade groups as well as admin.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Common assessment data, FSA scores, MAP data, PLUS2 data

G1.B3 Using data to drive instruction 2

 B223173

G1.B3.S1 Ensure teachers are prepared to use data to drive instruction through the use of PLC's 4

 S235456

Strategy Rationale

Teachers must be able to lead peers and understand the PLC process in order to let data drive instruction

Action Step 1 5

Parker leadership team will meet over the summer to learn to lead other teachers and how to effectively lead PLC's

Person Responsible

Kimberly Kirkman

Schedule

On 7/28/2016

Evidence of Completion

Agenda, PLC notes, teacher posters

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will supply notes and data weekly to canvas.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC's will be monitored through notes and observation, student assessment scores will be monitored

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Parker PLC's will be monitored weekly to determine if teachers are allowing data to drive their instruction

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLUS 2 data, Student assessment scores

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

 G083991

G2.B2 Inconsistent tier one intervention 2

 B223176

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

 S235457

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 8/22/2016 to 5/26/2017

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 9/28/2016 to 5/24/2017

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

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Data will be provided for each Leadership Team meeting

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1  A303528	Parker leadership team will meet over the summer to learn to lead other teachers and how to...	Kirkman, Kimberly	7/28/2016	Agenda, PLC notes, teacher posters	7/28/2016 one-time
G2.MA1  M308651	Collect PBS Behavior data, ODR data, and PLUS2 data	Kirkman, Kimberly	9/8/2016	Change in student behavior, increase in student instructional time	5/11/2017 monthly
G1.B1.S1.MA1  M308639	FOCUS reports will be analyzed for daily, weekly, and monthly attendance trends.	Kirkman, Kimberly	9/8/2016	Student attendance reports.	5/11/2017 monthly
G1.B1.S1.MA1  M308640	Attendance data will be analyzed in Leadership Team meetings and guidance as well as in PLUS2...	Kirkman, Kimberly	9/8/2016	Reports from FOCUS will be pulled	5/11/2017 monthly
G2.B2.S1.MA1  M308649	Behavior data will be monitored by PBS team each month	Barron, Christen	9/8/2016	Data will be provided for each Leadership Team meeting	5/11/2017 monthly
G1.B3.S1.MA1  M308646	Parker PLC's will be monitored weekly to determine if teachers are allowing data to drive their...	Kirkman, Kimberly	8/23/2016	PLUS 2 data, Student assessment scores	5/23/2017 weekly
G1.B3.S1.MA1  M308647	Teachers will supply notes and data weekly to canvas.	Kirkman, Kimberly	8/23/2016	PLC's will be monitored through notes and observation, student assessment scores will be monitored	5/23/2017 weekly
G2.B2.S1.MA1  M308650	Monthly MTSS-B data chats	Kirkman, Kimberly	9/28/2016	MTSS-B spreadsheet, ODR's, Behavior data	5/24/2017 monthly
G1.B2.S2.MA1  M308644	Student common assessment data will be monitored by grade groups as well as admin.	Kirkman, Kimberly	8/24/2016	Common assessment data, FSA scores, MAP data, PLUS2 data	5/24/2017 weekly
G1.B2.S2.MA1  M308645	Lesson plans and common assessment data will be analyzed.	Kirkman, Kimberly	8/24/2016	Teacher lesson plans, FSA data, PLUS2 data, student common assessments	5/24/2017 weekly
G1.B2.S2.A1  A303527	Students will be given non-fiction supplemental text during ELA.	Barron, Christen	8/24/2016	ELA common assessment grades will be analyzed.	5/24/2017 biweekly
G1.MA1  M308648	Common Assessment data will be monitored through monthly PLC meetings as well as MAP data.	Kirkman, Kimberly	8/30/2016	Student data (Common Assessment, MAP, PLUS 2) will be collected to determine if students are closing the gaps to proficiency in reading and math	5/26/2017 monthly
G1.B1.S1.A1  A303524	Students will be rewarded for weekly perfect attendance using attendance bracelets.	Kirkman, Kimberly	8/26/2016	Weekly and monthly attendance reports will be used as evidence.	5/26/2017 weekly
G1.B1.S1.A2  A303525	Monthly attendance rewards will be provided for students demonstrating perfect attendance for the...	Barron, Christen	10/7/2016	Monthly attendance reports will be used as evidence.	5/26/2017 monthly
G1.B2.S1.A1  A303526	Provide small group instruction for all students	Kirkman, Kimberly	8/18/2016	SRA Data Notebooks, Para schedule, Classroom walk-throughs	5/26/2017 daily
G2.B2.S1.A1  A303529	All Parker teachers will use Classroom Dojo as behavior documentation.	Barron, Christen	8/22/2016	Parent communication and teacher reports based on students receiving and losing points.	5/26/2017 daily
G1.B2.S1.MA1  M308641	Admin will monitor through classroom walk throughs and student assessment data.	Kirkman, Kimberly	8/30/2016	Student assessment scores, data notebooks, PLUS2 data	5/30/2017 weekly
G1.B2.S1.MA1  M308642	Admin will monitor through classroom walk throughs and student assessment data.	Kirkman, Kimberly	8/30/2016	Student assessment scores, data notebooks, PLUS2 data	5/30/2017 weekly
G1.B2.S1.MA1  M308643	Para schedules will be monitored as well as individual classroom data.	Kirkman, Kimberly	8/30/2016	Lesson plans, data notebooks, student assessment scores	5/30/2017 weekly

V. 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.B2 Alignment of assessment and instruction

G1.B2.S1 Paraprofessionals will provide small group instruction in reading and math

PD Opportunity 1

Provide small group instruction for all students

Facilitator

Charlotte Blue

Participants

Teachers and students

Schedule

Daily, from 8/18/2016 to 5/26/2017

G1.B2.S2 Provide supplemental readers to students specifically non-fiction text in science and social science as well as supplies for teacher plc's

PD Opportunity 1

Students will be given non-fiction supplemental text during ELA.

Facilitator

Christen Barron

Participants

Teachers

Schedule

Biweekly, from 8/24/2016 to 5/24/2017

G1.B3 Using data to drive instruction

G1.B3.S1 Ensure teachers are prepared to use data to drive instruction through the use of PLC's

PD Opportunity 1

Parker leadership team will meet over the summer to learn to lead other teachers and how to effectively lead PLC's

Facilitator

Kimberly Kirkman

Participants

Parker teachers

Schedule

On 7/28/2016

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 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance 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.B1 Student daily attendance

G1.B1.S1 Track student attendance and implement school based reward system for weekly attendance.

TA Opportunity 1

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

Facilitator

Kimberly Kirkman

Participants

Students and teachers

Schedule

Weekly, from 8/26/2016 to 5/26/2017

TA Opportunity 2

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

Facilitator

Christen Barron

Participants

Students

Schedule

Monthly, from 10/7/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Students will be rewarded for weekly perfect attendance using attendance bracelets.				\$670.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	360-Rentals	0211 - Parker Elementary School	Title I, Part A		\$670.00

Bay - 0211 - Parker Elementary School - 2016-17 SIP
Parker Elementary School

2	G1.B1.S1.A2	Monthly attendance rewards will be provided for students demonstrating perfect attendance for the month.				\$130.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	790-Miscellaneous Expenses	0211 - Parker Elementary School	Title I, Part A		\$130.00
3	G1.B2.S1.A1	Provide small group instruction for all students				\$162,996.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0211 - Parker Elementary School	Title I, Part A		\$162,996.00
4	G1.B2.S2.A1	Students will be given non-fiction supplemental text during ELA.				\$3,552.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0211 - Parker Elementary School	Title I, Part A		\$3,552.00
			<i>Notes: Also includes 6400-510</i>			
5	G1.B3.S1.A1	Parker leadership team will meet over the summer to learn to lead other teachers and how to effectively lead PLC's				\$8,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0211 - Parker Elementary School	Title I, Part A		\$8,110.00
			<i>Notes: Also includes 6400-750 and 7300-111</i>			
6	G2.B2.S1.A1	All Parker teachers will use Classroom Dojo as behavior documentation.				\$67,267.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6190	130-Other Certified Instructional Personnel	0211 - Parker Elementary School	Title I, Part A		\$67,267.00
			<i>Notes: Student Services Interventionist will oversee Classroom Dojo, Tier 1, 2, and 3 behavior students, Peace First</i>			
Total:						\$242,725.00