Parker Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	50%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Parker Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- 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 (PES) seeks to create a challenging learning environment that encourages high expectations for success of all students through developmentally appropriate instruction that acknowledges individual differences and learning styles.

b. Provide the school's vision statement.

The vision of all Parker Elementary School stakeholders is to meet the needs of all students by granting them diverse educational opportunities by means of:
• Instruction designed to prepare students for mastery of Florida State Standards.
• Learning that develops skills for students to improve in language arts, mathematics, and school safety.
• Opportunities to exhibit responsibilities and promote self-esteem.
• Teamwork to become productive citizens.

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. 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 use Parent Portal for academic information, as well as Classroom Dojo, for the tracking of student behavior.

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

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

In the mornings before school student council members are stationed throughout the campus 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 a 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, Chorus, First Lego League Jr., and Odyssey of the Mind.

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 School is a PBS school. For the 2017-18 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. Classes are able to earn coins from the cafeteria, special areas, and in morning locations. As a class, coins are collected and the students choose a reward for earning the coins. The coins are displayed in the classroom as well as in the cafeteria for students to see daily.

Discipline consequences are outlined to teachers in the teacher PBS notebook. There is a flowchart included that shows what incidents are teacher managed versus administration managed. Teachers track student behavior through the use of Classroom Dojo and a behavior tracking chart. In addition, each grade level will have a "Class of the Week" recognized for the lowest percentage of office discipline referrals. Each qualifying class will go into a monthly drawing for a "Class of the Month" reward.

All teachers and paraprofessionals receive PBS training at the beginning of the school year.
All teachers attend monthly behavior data chats to discuss applicable data and scientific based interventions used for MTSS Tier 1, Tier 2, and Tier 3 behavior students.

Additionally, Tier 2 and Tier 3 behavior students are tracked using a weekly behavior point sheet and are required to systematically check in with an Intervention Specialist.

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 PES through a school-wide PBS implementation as well as active tier 2 and tier 3 behavior plans. Students on a Tier 2 or Tier 3 behavior plan are receiving social skill lessons in small groups. PES also employs two certified Guidance Counselors as well as one Intervention Specialist to aid students. PES also has a mentoring program with various community representatives and area churches that provide mentors to students. PES has 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

PES 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 Notebooks
-SRA Signature Mastery Tests
-Common assessments

-Student grades
-Tier 1 Behavior Interventions

During weekly PLC meetings, all students are discussed and provided either academic 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 academic interventions. These intervention services will be tracked by Guidance, Intervention Specialist, and classroom teachers. These services are also delivered by instructional paraprofessionals that have been trained to administer the appropiate intervention. Through grade level PLCs, 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, administration and teachers meet for academic data chats as well as a behavior data chats. At these meetings, students receiving intervention are discussed. Topics usually include the student's progress or lack thereof, the intervention and goal, the 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 the success of all students.

During the monthly behavior data chats, students receiving Tier 2 and Tier 3 behavior interventions are discussed first. Next, we pull data from our core Tier 1 program - 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, Tier 2 and Tier 3 behavior students will check in weekly with the Intervention Specialist. Each grade level will also recognize a "Class of the Week" recognized for having the lowest percentage of office discipline referrals, additionally each qualifying class will go into a monthly drawing for a "Class of the Month" reward. We also provide students certificates for moving down a tier to celebrate their success, proving themselves as successful Peacemakers at Parker Elementary School.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/455225.

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. Hiland Park Baptist at Parker and Refuge Church are two churches that have adopted teachers, staff, and students. Some of Parker's other community partners include their local Masonic Lodge and several other local businesses.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Coan, Christopher	Principal
Barron, Christen	Assistant Principal
Hurst, Elizabeth	Teacher, ESE
Turner, Ruth	Teacher, K-12
Miller, Lisa	Teacher, K-12
McGee, Marian	Teacher, K-12
Bailey, Ashlie	Teacher, K-12
Hitzeman, Isabelle	School Counselor
Stoker, Nicole	Teacher, K-12
Sapp, Minnie	Teacher, K-12
Vance, Kelly	Teacher, ESE
Wolff, Bethany	School Counselor
Marcino, Patricia	Teacher, K-12
Llorens, Yesenia	Instructional Coach
Scurlock, Amanda	Instructional Coach
Henson, Teresa	Teacher, ESE

b. Duties

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

Principal (Christopher Coan): 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 PES 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 Representative Teachers (Ruth Turner, Darlene McGee, Ashlie Bailey, Nicole Stoker, Patricia Marcino, and Lisa Miller) shares information about core instruction, leads their grade-level with common assessment creation and data-driven dialogue, participates in student data collection, delivers Tier 1 instruction/interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and Tier 3 activities, leads Grade Level PLC's in the analysis of student response to instruction and helps teachers design intervention adjustments for students.

Student Services Interventionist (Elizabeth Hurst): Serves as part of PES'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 1 Core instruction. The Interventionist 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: Educates the PLC teams in the role language plays in curriculum, assessment, and instruction as a platform for appropriate program design; assists 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 assists 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): 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 continue to match child-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success, 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 2017; emphasizing the use of data-driven dialogue. Areas of special interest were math, attendance, and behavior data. To address math needs, the school is implementing Eureka, a new math curriculum. Teachers will follow pacing guides developed by the district in all subject areas. To address behavior and attendance needs, teachers will continue to use the "Peace First" social skills curriculum. Weekly/ Monthly attendance incentives will also be used.

Title 1 dollars have been allocated to retain an Intervention Specialist for the 2017/18 school year. This interventionist is instrumental in assisting teachers with classroom management and student behavior interventions. Other duties include scheduling and providing interventions for MTSS Tier 3 academic and behavior.

PES will continue use of SRA Signature Series as the core reading instruction. Title 1 monies have been used to purchase additional paraprofessionals for every classroom during the reading block to facilitate small groups for all students.

Parker Elementary School Leadership Team meets monthly to review school-wide data to identify students in need of core, supplemental, and intervention instruction. Cord of 3 data and MAP data will be used to determine the effectiveness of the school plan.

All faculty and staff will participate in an interactive book study, "Teach Like a Pirate".

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
Christopher Coan	Principal
Christen Barron	Teacher
Pam Kelly	Parent
Elizabeth Hurst	Teacher
Latasha Richardson	Education Support Employee
Amie Parsons	Education Support Employee
Carla Raines	Parent
Barbara Johnson	Parent
Carl Fondren	Business/Community
Robbie Martin	Business/Community
Danny Davis	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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, administrative assistant, and teachers as well as the 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 2017-18 school year. The School Improvement Plan was approved by the SAC at a meeting on October 10, 2017. 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.

In 2016 - 2017 there was no SAC funds available for use.

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
McGee, Marian	Teacher, K-12
Turner, Ruth	Teacher, ESE
Stoker, Nicole	Teacher, K-12
Brooks, Aimee	Teacher, K-12
Hurst, Elizabeth	Teacher, K-12
Santana, Scharia	Teacher, K-12
Barron, Christen	Assistant Principal
Coan, Christopher	Principal
Williams, Rosetta	Teacher, K-12

b. Duties

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

Major Initiatives for 2017-2018
• 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/Core Connections 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level PLCs have been created to encourage positive working relationships among all teachers. All teachers participate in weekly PLCs. This uninterrupted time allows teachers to create common assessments to determine students proficiency of grade level standards and to plan accordingly. 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 (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)

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 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. Additional avenues of support can be provided by Literacy or Math coaches to teachers based on specific professional developmental needs.

Teachers can independently request coaching from ELA and Math Coaches. Administration 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 School currently uses SRA in conjunction with Bay Literacy Cafe as core the reading curriculum and Eureka Math as the core math curriculum. Lesson planning at PES begins first with the Florida Standard (Next Gen) in all PLCs. Teachers then unpack the standard and collaborate together as to what proficiency should look like. Next, a common assessment is used to assess the standard. Strategies are then shared and discussed: to enhance instruction and what should be implemented. 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 school 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. 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" scheduled as necessary for students to receive differentiated instruction based on data collected from grade level common assessments.

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: After School Program

Minutes added to school year: 450

After school, Saturday school tutoring prior to the FSA

Strategy Rationale

Give the students additional time to prepare for the FSA in grades 3-5.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Coan, Christopher, coancm@bay.k12.fl.us

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

Sign in sheets from attendance, MAP data, FSA data, Classroom data

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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. 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 cumulative file.

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 PES 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

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"), 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`

🔑 G095224

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	45.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	47.0
Math Gains	52.0
ELA/Reading Lowest 25% Gains	66.0
Math Lowest 25% Gains	50.0

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 instructional coaches

- SRA Implementation in the Core

- Common Assessments

- First in Math program / Zearn

- Achieve 3000/SmartyAnts

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Christopher Coan

Schedule
Monthly, from 8/21/2017 to 6/2/2018

Evidence of Completion
Student data (Common Assessment, MAP) 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`

🔑 G095225

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	325.0

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

- Behavior Team

- PROMISE program

Plan to Monitor Progress Toward G2. `8`

Collect PBS Behavior data, ODR data, and CWT Data

Person Responsible
Christen Barron

Schedule
Monthly, from 8/21/2017 to 6/2/2018

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

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

🔑 G095224

G1.B1 Student daily attendance 2

🔑 B256314

G1.B1.S1 Track student attendance and implement school based reward system for weekly attendance. 4

🔑 S270993

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

Christen Barron

Schedule

Weekly, from 8/21/2017 to 6/2/2018

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

Christopher Coan

Schedule

Monthly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Monthly attendance reports will be used as evidence.

Action Step 3 `5`

Attendance Task Force

Person Responsible

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Parent Liaison / Social Worker working with families of absenteeism.

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 attendance task force meetings.

Person Responsible

Christen Barron

Schedule

Monthly, from 8/21/2017 to 6/2/2018

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

Christen Barron

Schedule

Monthly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Student attendance reports.

G1.B2 Alignment of assessment and instruction 2

🔑 B256315

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

🔑 S270994

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

Christopher Coan

Schedule

Daily, from 8/17/2017 to 6/2/2018

Evidence of Completion

SRA Data Notebooks, Para schedule, Classroom walk-throughs

Action Step 2 5

Increase ESE Teachers for interventions

Person Responsible

Christopher Coan

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, ESE plans

Action Step 3 `5`

Provide a Half Time Math Coach for Math Instruction

Person Responsible

Christopher Coan

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Train / assist staff members in small group math classrooms

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

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

Person Responsible

Christen Barron

Schedule

Weekly, from 8/21/2017 to 6/2/2018

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

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Student assessment scores, data notebooks, CWT 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

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Student assessment scores, data notebooks, Classroom Walk thru 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`

🔑 S270995

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 8/21/2017 to 6/2/2018

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

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Teacher lesson plans, FSA 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 administration.

Person Responsible

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Common assessment data, FSA scores, MAP data, CWT data.

G1.B2.S3 Provide additional resources, supplies, stipends for teachers to enhance their classroom. `4`

`S270996`

Strategy Rationale

Students provided the resources for a high engaging classroom environment.

Action Step 1 `5`

Instructional Materials

Person Responsible

Christen Barron

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Supply lists, PO's

Action Step 2 `5`

Parent Conference / Teacher Planning

Person Responsible

Christopher Coan

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Sign in sheets,agendas

Action Step 3 `5`

Increase Technology

Person Responsible

Christopher Coan

Schedule

On 6/1/2018

Evidence of Completion

Purchase Chromebooks, Headphones, other technology items.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Administration will ensure the proper use of materials and supplies in CWT's.

Person Responsible

Christopher Coan

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teachers CWT's will be looking at materials they have requested, and the proper implementation versus additional need in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Administration CWT's

Person Responsible

Christopher Coan

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

CWT data.

G1.B2.S4 PD Conferences 4

S270997

Strategy Rationale

Receive PD from State / National Conferences to return to campus

Action Step 1 5

Attend Local / State / National Conferences

Person Responsible

Christopher Coan

Schedule

Triannually, from 8/21/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Person Responsible

Schedule

Evidence of Completion

G1.B3 Using data to drive instruction 2

🔑 B256316

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

🔑 S270998

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

PES leadership team will meet learn to lead other teachers and how to effectively lead PLC's.

Person Responsible

Christopher Coan

Schedule

Monthly, from 7/27/2017 to 6/1/2018

Evidence of Completion

Agenda, PLC notes

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

Teachers will supply notes and data weekly to administration.

Person Responsible

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

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`

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

Person Responsible

Christopher Coan

Schedule

Weekly, from 8/21/2017 to 6/2/2018

Evidence of Completion

Student assessment scores, assessment trackers.

G2. Parker Elementary will decrease the amount of lost instructional time due to behavioral incidents. `1`
🔍 G095225

G2.B2 Inconsistent tier one intervention `2`
🔍 B256319

G2.B2.S1 Continue to implement Classroom DOJO school-wide `4`
🔍 S270999

Strategy Rationale

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

Action Step 1 `5`

All PES teachers will use Classroom DOJO as behavior documentation.

Person Responsible

Christen Barron

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

PES 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

Elizabeth Hurst

Schedule

Monthly, from 9/27/2017 to 5/30/2018

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 8/21/2017 to 6/2/2018

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
2018					
G1.B2.S4.MA1 M388090	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M388095	Monthly MTSS-B data chats.	Hurst, Elizabeth	9/27/2017	MTSS-B spreadsheet, ODR's, Behavior data.	5/30/2018 monthly
G1.B1.S1.A3 A363149	Attendance Task Force	Coan, Christopher	8/21/2017	Parent Liaison / Social Worker working with families of absenteeism.	6/1/2018 weekly
G1.B2.S1.A2 A363151	Increase ESE Teachers for interventions	Coan, Christopher	8/17/2017	Teacher lesson plans, ESE plans	6/1/2018 daily
G1.B2.S1.A3 A363152	Provide a Half Time Math Coach for Math Instruction	Coan, Christopher	8/17/2017	Train / assist staff members in small group math classrooms	6/1/2018 biweekly
G1.B3.S1.A1 A363158	PES leadership team will meet learn to lead other teachers and how to effectively lead PLC's.	Coan, Christopher	7/27/2017	Agenda, PLC notes	6/1/2018 monthly
G2.B2.S1.A1 A363159	All PES teachers will use Classroom DOJO as behavior documentation.	Barron, Christen	8/17/2017	PES communication and teacher reports based on students receiving and losing points.	6/1/2018 daily
G1.B2.S3.MA1 M388088	Administration CWT's	Coan, Christopher	8/17/2017	CWT data.	6/1/2018 daily
G1.B2.S3.MA1 M388089	Administration will ensure the proper use of materials and supplies in CWT's.	Coan, Christopher	8/17/2017	Teachers CWT's will be looking at materials they have requested, and the proper implementation versus additional need in the classroom.	6/1/2018 daily
G1.B2.S3.A1 A363154	Instructional Materials	Barron, Christen	8/17/2017	Supply lists, PO's	6/1/2018 daily
G1.B2.S3.A2 A363155	Parent Conference / Teacher Planning	Coan, Christopher	8/17/2017	Sign in sheets,agendas	6/1/2018 daily
G1.B2.S3.A3 A363156	Increase Technology	Coan, Christopher	8/17/2017	Purchase Chromebooks, Headphones, other technology items.	6/1/2018 one-time
G1.B2.S4.A1 A363157	Attend Local / State / National Conferences	Coan, Christopher	8/21/2017		6/1/2018 triannually
G1.MA1 M388093	Common Assessment data will be monitored through monthly PLC meetings as well as MAP data.	Coan, Christopher	8/21/2017	Student data (Common Assessment, MAP) will be collected to determine if students are closing the gaps to proficiency in reading and math.	6/2/2018 monthly
G2.MA1 M388096	Collect PBS Behavior data, ODR data, and CWT Data	Barron, Christen	8/21/2017	Change in student behavior, increase in student instructional time.	6/2/2018 monthly
G1.B1.S1.MA1 M388081	FOCUS reports will be analyzed for daily, weekly, and monthly attendance trends.	Barron, Christen	8/21/2017	Student attendance reports.	6/2/2018 monthly
G1.B1.S1.MA1 M388082	Attendance data will be analyzed in Leadership Team meetings and guidance as well as attendance...	Barron, Christen	8/21/2017	Reports from FOCUS will be pulled.	6/2/2018 monthly
G1.B1.S1.A1 A363147	Students will be rewarded for weekly perfect attendance using attendance bracelets.	Barron, Christen	8/21/2017	Weekly and monthly attendance reports will be used as evidence.	6/2/2018 weekly
G1.B1.S1.A2 A363148	Monthly attendance rewards will be provided for students demonstrating perfect attendance for the...	Coan, Christopher	8/21/2017	Monthly attendance reports will be used as evidence.	6/2/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M388083	Admin will monitor through classroom walk throughs and student assessment data.	Coan, Christopher	8/21/2017	Student assessment scores, data notebooks, CWT data	6/2/2018 weekly
G1.B2.S1.MA1 M388084	Admin will monitor through classroom walk throughs and student assessment data.	Coan, Christopher	8/21/2017	Student assessment scores, data notebooks, Classroom Walk thru data	6/2/2018 weekly
G1.B2.S1.MA1 M388085	Para schedules will be monitored as well as individual classroom data.	Barron, Christen	8/21/2017	Lesson plans, data notebooks, student assessment scores	6/2/2018 weekly
G1.B2.S1.A1 A363150	Provide small group instruction for all students	Coan, Christopher	8/17/2017	SRA Data Notebooks, Para schedule, Classroom walk-throughs	6/2/2018 daily
G1.B3.S1.MA1 M388091	PES PLC's will be monitored weekly to determine if teachers are allowing data to drive their...	Coan, Christopher	8/21/2017	Student assessment scores, assessment trackers.	6/2/2018 weekly
G1.B3.S1.MA1 M388092	Teachers will supply notes and data weekly to administration.	Coan, Christopher	8/21/2017	PLC's will be monitored through notes and observation, student assessment scores will be monitored .	6/2/2018 weekly
G2.B2.S1.MA1 M388094	Behavior data will be monitored by PBS team each month.	Barron, Christen	8/21/2017	Data will be provided for each Leadership Team meeting.	6/2/2018 monthly
G1.B2.S2.MA1 M388086	Student common assessment data will be monitored by grade groups as well as administration.	Coan, Christopher	8/21/2017	Common assessment data, FSA scores, MAP data, CWT data.	6/2/2018 weekly
G1.B2.S2.MA1 M388087	Lesson plans and common assessment data will be analyzed.	Coan, Christopher	8/21/2017	Teacher lesson plans, FSA data, student common assessments.	6/2/2018 weekly
G1.B2.S2.A1 A363153	Students will be given non-fiction supplemental text during ELA.	Barron, Christen	8/21/2017	ELA common assessment grades will be analyzed.	6/2/2018 biweekly

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

Christen Barron

Participants

Teachers and students

Schedule

Daily, from 8/17/2017 to 6/2/2018

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 8/21/2017 to 6/2/2018

G1.B2.S3 Provide additional resources, supplies, stipends for teachers to enhance their classroom.

PD Opportunity 1

Parent Conference / Teacher Planning

Facilitator

Christopher M. Coan

Participants

Teachers, Parents

Schedule

Daily, from 8/17/2017 to 6/1/2018

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

PES leadership team will meet learn to lead other teachers and how to effectively lead PLC's.

Facilitator

Christopher M. Coan

Participants

PES teachers

Schedule

Monthly, from 7/27/2017 to 6/1/2018

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

G2.B2 Inconsistent tier one intervention

G2.B2.S1 Continue to implement Classroom DOJO school-wide

PD Opportunity 1

All PES teachers will use Classroom DOJO as behavior documentation.

Facilitator

Christopher M. Coan and Christen Barron

Participants

All teachers

Schedule

Daily, from 8/17/2017 to 6/1/2018

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

Christopher M. Coan

Participants

Students and teachers

Schedule

Weekly, from 8/21/2017 to 6/2/2018

TA Opportunity 2

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

Facilitator

Christopher M. Coan

Participants

Students

Schedule

Monthly, from 8/21/2017 to 6/2/2018

G1.B2 Alignment of assessment and instruction

G1.B2.S4 PD Conferences

TA Opportunity 1

Attend Local / State / National Conferences

Facilitator

Christopher Coan

Participants

Teachers

Schedule

Triannually, from 8/21/2017 to 6/1/2018

VII. Budget						
1	**G1.B1.S1.A1**	**Students will be rewarded for weekly perfect attendance using attendance bracelets.**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0211 - Parker Elementary School	General Fund		$200.00
2	**G1.B1.S1.A2**	**Monthly attendance rewards will be provided for students demonstrating perfect attendance for the month.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0211 - Parker Elementary School	General Fund		$500.00
3	**G1.B1.S1.A3**	**Attendance Task Force**				**$40,786.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0211 - Parker Elementary School	Title, I Part A		$27,121.00
	6150	160-Other Support Personnel	0211 - Parker Elementary School	Title, I Part A		$13,665.00
4	**G1.B2.S1.A1**	**Provide small group instruction for all students**				**$141,238.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0211 - Parker Elementary School	Title I, Part A		$141,238.00
5	**G1.B2.S1.A2**	**Increase ESE Teachers for interventions**				**$51,642.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	120-Classroom Teachers	0211 - Parker Elementary School	Title, I Part A		$51,642.00
6	G1.B2.S1.A3	**Provide a Half Time Math Coach for Math Instruction**				**$30,035.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0211 - Parker Elementary School	Title, I Part A		$30,035.00
7	G1.B2.S2.A1	**Students will be given non-fiction supplemental text during ELA.**				**$3,552.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0211 - Parker Elementary School	Title I, Part A		$3,552.00
			Notes: Also includes 6400-510			
8	G1.B2.S3.A1	**Instructional Materials**				**$17,789.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0211 - Parker Elementary School	Title, I Part A		$17,789.00
9	G1.B2.S3.A2	**Parent Conference / Teacher Planning**				**$9,378.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0211 - Parker Elementary School	Title, I Part A		$9,378.00
			Notes: Includes Summer training			
10	G1.B2.S3.A3	**Increase Technology**				**$11,760.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	643-Capitalized Hardware and Technology-Related Infrastructure	0211 - Parker Elementary School	Title, I Part A		$11,760.00
11	G1.B2.S4.A1	**Attend Local / State / National Conferences**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0211 - Parker Elementary School	Title, I Part A		$3,000.00
12	G1.B3.S1.A1	**PES leadership team will meet learn to lead other teachers and how to effectively lead PLC's.**				**$20,846.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6400	120-Classroom Teachers	0211 - Parker Elementary School	Title I, Part A		$20,846.00
			Notes: Also includes 6400-750 and 7300-111			
13	**G2.B2.S1.A1**	**All PES teachers will use Classroom DOJO as behavior documentation.**				**$68,098.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6190	130-Other Certified Instructional Personnel	0211 - Parker Elementary School	Title I, Part A		$68,098.00
			Notes: Student Services Interventionist will oversee Classroom Dojo, Tier 1, 2, and 3 behavior students, Peace First			
					Total:	**$398,824.00**