

Alachua County Public Schools

# Carolyn Beatrice Parker Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Carolyn Beatrice Parker Elementary

1912 NW 5TH AVE, Gainesville, FL 32603

<https://www.sbac.edu/finley>

## School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The Department 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.

## I. School Information

### School Mission and Vision

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

Carolyn Beatrice Parker Elementary is committed to creating a positive, safe learning environment where every child reaches his or her maximum potential.

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

The Parker faculty, staff, parents, and community are committed to academic excellence for every Parker student. We believe it is the responsibility of the school community to encourage and support a positive, safe learning environment where every child reaches his or her maximum potential.

The Parker faculty, staff and community believe that every child brings unique talents to the school environment. We believe that it is the responsibility of the school staff, parents, and community to facilitate and foster a democratic school climate where all members of the school community appreciate and value the contributions of a diverse student body.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Delaney, Tami	Principal	The Principal serves as the instructional leader of the school and coordinates the School Leadership Team. She serves on the School Advisory Council and is a member of the PTA Board. She will assist teachers with the implementation of the CORE- clear academic goals and meaningful relationships. She also serves as one of the teacher appraisers and gives meaningful and evidence based feedback to teachers following walk-throughs and observations.
Couey, Suzanne	Assistant Principal	The Assistant Principal serves as an instructional leader of the school. She will review data regularly with the leadership team from district and state adopted assessments. She will assist teachers with the implementation of the CORE- clear academic goals and meaningful relationships. She also serves as one of the teacher appraisers and gives meaningful and evidence based feedback to teachers following walk-throughs and observations.
Meyers, Yvonne	Instructional Coach	The Instructional Coach coordinates the dissemination and understanding of progress monitoring data with teachers during grade level data chats. She provides modeling and support in the implementation of evidence based instructional strategies to teachers and paraprofessionals.
Casanova, Daniela	Behavior Specialist	The Behavior Resource Teacher serves as the point person for all things related to school discipline and positive behavior supports. She oversees the PBIS implementation and leads the PBIS committee. She handles all FBAs and BIPs and consults with the School Based Leadership Team.
Thurmond, Michelle	School Counselor	The school counselor implements school-wide instruction in classroom guidance lessons. She also offers individual or small group counseling based on student data and teacher input. When necessary, she refers parents and families to outside counseling and supports.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- We will hold quarterly SAC committee meetings.
- Review climate surveys.
- Data chats monthly.
- Faculty meetings.
- Let teachers know the progress on the goals of the SIP.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored during the monthly data chats. We will evaluate strategies being used and determine effectiveness.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	61%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	66%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	17	24	18	15	10	0	0	0	112
One or more suspensions	3	0	3	0	1	2	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	7	3	4	0	0	0	14
Course failure in Math	0	0	0	7	3	4	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	34	27	30	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	36	22	27	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	21	15	23	27	23	27	0	0	0	136

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	7	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	21	19	13	11	8	0	0	0	80
One or more suspensions	0	0	4	1	1	0	0	0	0	6
Course failure in ELA	5	9	17	7	3	2	0	0	0	43
Course failure in Math	2	6	12	5	4	3	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	11	18	24	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	8	17	17	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	23	20	23	12	8	0	0	0	87

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	17	23	20	19	18	0	0	0	102

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	6	2	11	1	1	0	0	0	26
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	21	19	13	11	8	0	0	0	80
One or more suspensions	0	0	4	1	1	0	0	0	0	6
Course failure in ELA	5	9	17	7	3	2	0	0	0	43
Course failure in Math	2	6	12	5	4	3	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	11	18	24	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	8	17	17	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	23	20	23	12	8	0	0	0	87

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	17	23	20	19	18	0	0	0	102

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	6	2	11	1	1	0	0	0	26
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	52	53	53	53	56	53		
ELA Learning Gains				57			49		
ELA Lowest 25th Percentile				44			28		
Math Achievement*	53	53	59	49	40	50	48		
Math Learning Gains				57			47		
Math Lowest 25th Percentile				51			40		
Science Achievement*	62	54	54	40	54	59	51		
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	74	61	59	60			64		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	1
ELL	43			
AMI				
ASN				
BLK	17	Yes	4	1
HSP	49			
MUL	59			
PAC				
WHT	77			
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	39	Yes	1	
AMI				
ASN	57			
BLK	32	Yes	3	
HSP	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	70			
PAC				
WHT	70			
FRL	40	Yes	3	

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			53			62					74
SWD	28			28							2	
ELL	26			36			64				5	74
AMI												
ASN												
BLK	21			11			13				4	
HSP	39			41							4	75
MUL	65			53							2	
PAC												
WHT	79			72			76				4	
FRL	36			29			47				5	61

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	57	44	49	57	51	40					60
SWD	28	43	41	18	42	47	12					
ELL	20	47	42	26	58	56	6					60
AMI												
ASN	50			64								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	21	48	47	9	39	46	16					
HSP	24	45	47	26	48	58	11					57
MUL	79	82		62	55							
PAC												
WHT	75	63		72	69		69					
FRL	34	46	45	28	48	62	17					38

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	53	49	28	48	47	40	51					64
SWD	17	33	18	17	38		13					55
ELL	17	35	36	19	44	46	13					64
AMI												
ASN												
BLK	20	22		9	15		20					
HSP	27	39	40	27	42	50	24					61
MUL	79			68								
PAC												
WHT	78	74		75	74		90					
FRL	31	33	27	28	39	54	26					69

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	53%	-3%	54%	-4%
04	2023 - Spring	53%	54%	-1%	58%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	49%	-3%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	52%	-10%	59%	-17%
04	2023 - Spring	54%	58%	-4%	61%	-7%
05	2023 - Spring	48%	54%	-6%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	51%	0%	51%	0%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

FAST PM3 for the 22-23 school year for grades 3-5 showed proficiency in math at 46%, down 3% from 49% the previous year. The use of long term subs and teacher attendance contribute to low performance. Overall proficiency in Math was 46% and the subgroups were low performing as well: Math - ELL at 24%, BLK at 11%, HIS at 30%, SWD at 32%, and ED at 27%.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component showing the greatest decline was the area of ELA achievement. Proficiency decreased by 6%, dropping to 47% from 53% the previous year. Long term subs and teacher attendance contribute to low performance in this area.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap compared to state average was math. The school proficiency percentage was at 46% while the state average was 58%. Long term subs to fill positions alongside the large number of ESOL students contributed to this gap. The performance of the subgroups was as follows: Math - ELL at 24%, BLK at 11%, HIS at 30%, SWD at 32%, and ED at 27%.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science proficiency showed the most improved with an increase of 11% in proficiency. Proficiency was 51% compared to 40% the previous year.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The number of level 1 students in both ELA and math are the most pressing areas of concern. The performance of our subgroups are also areas of concern.

Total number of level 1s in ELA for grades 3-5: 91.

Total number of level 1s in Math for grades 3-5: 85.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Math proficiency, ELA proficiency, ELL subgroup proficiency in math and ELA, black subgroup proficiency in math and ELA, and SWD learning gains in math and ELA.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rigorous, standards-based, whole group instruction and differentiated small group instruction using the core curriculum will address grade level content and lack of prior skills or not mastering prior skills. Overall proficiency in ELA was 49%. Subgroups were low performing as well: ELA - ELL at 12%, BLK at 20%, HIS at 25%, SWD at 30%, and ED at 29%.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students reaching proficiency in ELA from 49% to 52% and

Increase the ESSA federal index in the ELL, BLCK, HIS, SWD, and ED to 42%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Analyzing progress monitoring and unit assessments through data chats with teachers and leadership team.

Walkthroughs focusing on use of core materials, fidelity, and student engagement.

Unit assessments, STAR, and FAST.

**Person responsible for monitoring outcome:**

Suzanne Couey (coueyism@gm.sbac.edu)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of the core ELA curriculum and supplemental interventions for reading.

Targeted instruction and formative assessment have strong evidence of success in achieving learning gains for students in the subgroup categories. Teachers K-5 will use the B.E.S.T. standards for ELA and student data to plan whole group and small group instruction. Teachers will use the district adopted reading series, UFLI Foundations program (K-2), UFLI Intervention (3-5), the district pacing

guides, Istation, Achieve 3000(3-5), and Learning A-Z in the regular classroom. Title 1 resource groups and ESE small groups will use SIPPS and UFLI. The school will offer Extended Day Intervention to students in targeted grade levels with a focus on our neediest subgroups. High dose tutoring for students in lowest quartile and low performing subgroups.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All students require high quality, standards-based instruction. Struggling students require additional attention, direct instruction in deficit academic and school success skills.

Specifically designed walkthrough template will ensure focus on tier 1 instructional practices. Core materials are research-based programs that have shown to increase students achievement in ELA.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Focused and targeted instruction based on information in data chats and collaborative planning sessions. Instruction will be monitored through the use of walkthroughs and formal observations conducted by administration.

**Person Responsible:** Tami Delaney (delanetc@gm.sbac.edu)

**By When:** Ongoing monthly meetings.

Data chats focused on benchmark assessments by grade level.  
Review of data to identify standards and students in need of remediation and acceleration.

**Person Responsible:** Suzanne Couey (coueysm@gm.sbac.edu)

**By When:** Ongoing monthly meetings.

Increase student engagement by implementing Kagan strategies. Kagan strategies will be demonstrated and shared at faculty meetings.

**Person Responsible:** Tami Delaney (delanetc@gm.sbac.edu)

**By When:** Ongoing monthly meetings.

- Title I teacher intervention pull-out
- High dose tutor pull-out
- Title I para intervention pull-out

**Person Responsible:** Yvonne Meyers (meyersym@gm.sbac.edu)

**By When:** Throughout the year

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rigorous, standards-based, whole group instruction and differentiated small group instruction using the core curriculum will address grade-level content and lack of prior skills or not mastering prior skills. Overall proficiency in Math was 48%. Subgroups were low performing as well: Math - ELL at 24%, BLK at 11%, HIS at 30%, SWD at 32%, and ED at 27%.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students reaching proficiency in math from 48% to 51%.  
Increase the ESSA federal index in the ELL, BLCK, HIS, SWD, and ED to 42%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Analyzing progress monitoring and unit assessments through data chats with teachers and leadership team.

Walkthroughs focusing on use of core materials, fidelity, and student engagement.

Unit assessments, Waggle, STAR, and FAST.

**Person responsible for monitoring outcome:**

Suzanne Couey (coueyism@gm.sbac.edu)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of the core curriculum and supplemental interventions for math. Targeted instruction and formative assessment have strong evidence of success in achieving learning gains for students in the lowest quartile. Teachers K-5 will use the B.E.S.T. standards for Math and student data to plan whole group and small group instruction. Teachers will use the district adopted math series, the district pacing guides, Reflex Math, and IXL Math.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All students require high quality, standards-based instruction. Struggling students require additional attention, direct instruction in deficit academic and school success skills. Specifically designed walkthrough template will ensure focus on tier 1 instructional practices. Core materials are research-based programs that have shown to increase students achievement in Math.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Focused and targeted instruction based on information in data chats and collaborative planning sessions using the core curriculum. Instruction will be monitored through the use of walkthroughs and formal observations conducted by administration

**Person Responsible:** Tami Delaney (delanetc@gm.sbac.edu)

**By When:** Ongoing monthly meetings.

Data chats focused on benchmark assessments by grade level.

Review of data to identify standards and students in need of remediation and acceleration.

**Person Responsible:** Suzanne Couey (coueysm@gm.sbac.edu)

**By When:** Ongoing monthly meetings.

Increase student engagement by implementing Kagan strategies. Kagan strategies will be demonstrated and shared at faculty meetings.

**Person Responsible:** Tami Delaney (delanetc@gm.sbac.edu)

**By When:** Monthly faculty meetings.

**#3. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Each of the ESSA subgroups (black, Hispanic, SWD, ED, and ELL) performed below the 42% achievement level in both ELA and math on the statewide assessment.

Attendance and behavior contribute to performance.

119 students had 10 or more absences in the previous school year.

There were 92 referrals written in the previous school year with a total of 50 days of out of school suspension.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase of achievement for ESSA subgroups to 42%. A decline in referrals and out of school suspension by at least 10%.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Achievement will be monitored through progress monitoring as well as class data through data meetings. Referral and suspension data will be monitored monthly as well and reported in administrative team meetings. Attendance will be monitored monthly and use of the truancy guidelines implemented.

**Person responsible for monitoring outcome:**

Suzanne Couey (coueyism@gm.sbac.edu)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS is in place including a Prop Shop and quarterly rewards for positive behaviors. The restart room will be utilized to assist students who need a break and are capable of self-reflecting and returning to class. District truancy guidelines are implemented and followed as well as phone calls from teachers and administration as needed to enhance attendance.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Attendance and behavior impact performance for all students. Students who attend school at least 90% of the time are more likely to make gains and reach proficiency. Low performing students who attend school regularly will receive intervention and remediation to close gaps in performance. Implementing positive behaviors in the classroom and schoolwide impact the overall environment of the school.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly data meetings with teachers and administration.  
Monthly attendance and behavior meetings with administrative team.  
Prop shop bi-weekly and 9 week rewards for positive behavior.  
Contact logs to document communication of attendance and behavior issues.

**Person Responsible:** Daniela Casanova (casanovad@gm.sbac.edu)

**By When:** Ongoing monthly meetings

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The SIP and the SWP will be shared at a SAC and a PTA meeting. The principal will send an email to all parents with a link to the SIP. It will be available on the school website as well.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parker builds positive relationships with parents and families by:

- holding events after school for students and families (Science Night, Fall Festival, Book Fair, etc.)
- holding 2 ESOL PLCs (Parent Leadership Council) a year
- teacher and principal newsletters
- some teachers use Class Dojo to communicate with parents (which can be translated)
- use of communication folders and student planners

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

To strengthen our academic program we plan to focus on the CORE principals of clear academic goals and caring relationships. We plan to hold more frequent data chats and to use collaborative planning to plan for targeted differentiation in small groups. We plan to monitor the use of the county adopted curriculum and small group differentiation through more frequent walk-throughs.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Our school is a CEP school so all of our students receive free meals.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school counselor will complete classroom guidance lessons for all grade levels. Teachers will complete a SRSS (Student Risk Screening Scale Internalizing/Externalizing) to identify levels of risk. Once completed, the school counselor, family liaison, and social worker can recommend services or refer parents to outside agencies.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Students in grades 2 and 5 learn about careers.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Tier 1: PBIS, classroom discipline flowcharts, positive reinforcement, Student of the Week, Student of the Month, BRT asks teachers to turn in Positive Classroom Management Plans with a focus on consistent routines and procedures

Tier 2: Observed Student Behavior (OSB) forms, Timeout buddies, reflection sheets

Tier 3: Behavior check-sheets, FBA/BIP, use of counselor and/or social worker

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

We plan to train our 3rd-5th grade teachers in UFLI intervention. A focus for all teachers will be data driven instruction and the effective use of small groups.



**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

We hold a Kindergarten Round Up event every spring.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: ELA				\$193,440.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	1.0	\$58,315.50
<i>Notes: Salary – Intervention Teacher</i>						
	5100	210	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$7,913.41
<i>Notes: Retirement Benefits – Intervention Teacher</i>						
	5100	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$4,461.14
<i>Notes: SSI Benefits – Intervention Teacher</i>						
	5100	230	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$8,473.00
<i>Notes: Insurance Benefits – Intervention Teacher</i>						
	5100	290	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$297.41
<i>Notes: Early Retirement Benefits – Intervention Teacher</i>						
	5100	150	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	0.5	\$12,644.28
<i>Notes: Salary – Instructional Paraprofessional</i>						
	5100	210	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,715.83
<i>Notes: Retirement Benefits – Instructional Paraprofessional</i>						
	5100	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$967.29
<i>Notes: SSI Benefits – Instructional Paraprofessional</i>						
	5100	230	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$5,648.95
<i>Notes: Insurance Benefits – Instructional Paraprofessional</i>						
	5100	290	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$64.49
<i>Notes: Early Retirement Benefits – Instructional Paraprofessional</i>						



	6400	130	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	1.0	\$62,019.90
<i>Notes: Salary – Title I Instructional Intervention Coach</i>						
	6400	210	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$8,416.10
<i>Notes: Retirement Benefits – Title I Instructional Intervention Coach</i>						
	6400	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$4,744.52
<i>Notes: SSI Benefits – Title I Instructional Intervention Coach</i>						
	6400	230	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$8,473.00
<i>Notes: Insurance Benefits – Title I Instructional Intervention Coach</i>						
	6400	290	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$316.30
<i>Notes: Early Retirement Benefits – Title I Instructional Intervention Coach</i>						
	5100	120	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,718.20
<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>						
	5100	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$131.45
<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>						
	6400	130	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$4,446.36
<i>Notes: ESY: IIC Salary 18, 6 hour days x \$41.17</i>						
	6400	210	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$603.37
<i>Notes: ESY: IIC Retirement 13.57% -18, 6 hour days x \$41.17</i>						
	6400	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$340.14
<i>Notes: ESY: IIC SSI 7.65%- 18, 6 hour days x \$41.17</i>						
	6400	290	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$22.68
<i>Notes: ESY: IIC Early Retirement 0.51% 18, 6 hour day x \$41.17</i>						
	5900	150	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,405.00
<i>Notes: ESY: 1 Para Salary 16, 5.5 hour days x \$16</i>						
	5900	210	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$190.00
<i>Notes: ESY: 1 Para Retirement 13.57% 16, 6 hour days x \$16</i>						
	5900	220	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$105.00
<i>Notes: ESY: 1 Para SSI 7.65% 16, 6 hour days x \$16</i>						

	5900	290	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$6.68
			<i>Notes: ESY: Para Early Retirement 0.51%-16, 6 hour days X \$16</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Math</b>				<b>\$0.00</b>
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$193,440.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No