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Carolyn Beatrice Parker Elementary

1912 NW 5TH AVE, Gainesville, FL 32603

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

Demographics

Principal: Kelly Brill Jones

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (49%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

Carolyn Beatrice Parker Elementary is committed to the success of every student.

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

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jones, Kelly	Principal	The Principal is the leader in coordinating the SBLT efforts, and assigned roles for continuing the school-wide intervention plan and on-going progress monitoring. She ensures that the identified areas of need within the staff needs survey will be addressed through well planned and regularly implemented PLCs in specific content areas (diagnostic measures, using intervention materials with fidelity, entering on-going progress monitoring data, understanding and utilizing that data).
Delaney, Tami	Assistant Principal	The Assistant Principal provides teachers with data from district adopted screening and benchmark assessments. She will review the data regularly with the SBLT to further tailor the types of programs and intervention resources that are adopted for implementation at the school.
LaPlant, Brian	Dean	The Behavior Resource Teacher (Dean) utilizes district data that is only accessible by BRTs to work with the guidance department to identify and analyze behavior issues for students for the implementation of small group and individual social skills training and/or counseling. He will work to maintain regular progress monitoring data for students receiving Tier 3 interventions for behavior. He will regularly report on behavioral data to the SBLT to ensure that each grade level is able to access behavior resources and information for their identified students.
Grantham, Kathy	Guidance Counselor	The Guidance Counselor implements Universal Tier 1 school-wide instruction in classroom guidance lessons in social skills, problem solving, decision making, career exploration, personal safety, organization, study skills, self-management and attitudes and values. Utilizes student data and teacher input to offer Tier 2 small group counseling and Tier 3 individual counseling and to coordinate meetings to offer academic, family and behavior support to students and families.
Meyers, Yvonne	Instructional Coach	The Instructional Coach coordinates the dissemination and understanding of progress monitoring data with teachers during grade level team meetings, and assist the SBLT in school-wide planning based upon the student on-going progress monitoring data.
Carlisle, Heather	Guidance Counselor	The Guidance Counselor implements Universal Tier 1 school-wide instruction in classroom guidance lessons in social skills, problem solving, decision making, career exploration, personal safety, organization, study skills, self-management and attitudes

Name	Title	Job Duties and Responsibilities
		and values. Utilizes student data and teacher input to offer Tier 2 small group counseling and Tier 3 individual counseling and to coordinate meetings to offer academic, family and behavior support to students and families.

Demographic Information

Principal start date

Monday 7/1/2019, Kelly Brill Jones

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students

School Grades History	2018-19: B (54%) 2017-18: C (49%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	61	80	66	81	95	87	0	0	0	0	0	0	0	470
Attendance below 90 percent	2	10	12	11	10	6	0	0	0	0	0	0	0	51
One or more suspensions	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	1	0	2	0	0	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	21	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	2	3	0	2	17	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/4/2020

Prior Year - As Reported

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	
Number of students enrolled	89	103	105	118	116	112	0	0	0	0	0	0	0	643
Attendance below 90 percent	3	18	17	22	16	19	0	0	0	0	0	0	0	95
One or more suspensions	0	1	0	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	1	5	10	7	2	7	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	6	40	48	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	7	9	9	19	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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
Number of students enrolled	89	103	105	118	116	112	0	0	0	0	0	0	0	643
Attendance below 90 percent	3	18	17	22	16	19	0	0	0	0	0	0	0	95
One or more suspensions	0	1	0	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	1	5	10	7	2	7	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	6	40	48	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	7	9	9	19	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		0	0	0	2	0	0	0	0	0	0	0	0	2
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	59%	57%	56%	58%	56%
ELA Learning Gains	57%	57%	58%	57%	53%	55%
ELA Lowest 25th Percentile	45%	49%	53%	32%	40%	48%
Math Achievement	56%	60%	63%	55%	64%	62%
Math Learning Gains	59%	61%	62%	52%	58%	59%
Math Lowest 25th Percentile	45%	49%	51%	33%	45%	47%
Science Achievement	60%	57%	53%	60%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	57%	-8%	58%	-9%
	2018	49%	56%	-7%	57%	-8%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	49%	55%	-6%	58%	-9%
	2018	55%	54%	1%	56%	-1%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
05	2019	45%	55%	-10%	56%	-11%
	2018	54%	55%	-1%	55%	-1%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	58%	-8%	62%	-12%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	47%	60%	-13%	64%	-17%
	2018	46%	60%	-14%	62%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-7%				
05	2019	57%	57%	0%	60%	-3%
	2018	49%	61%	-12%	61%	-12%
Same Grade Comparison		8%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	55%	-2%	53%	0%
	2018	50%	55%	-5%	55%	-5%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	25	39	30	34	54	41	20				
ELL	33	50	38	37	66	63	29				
ASN	91	80		73	73						
BLK	20	43	52	24	35	26	30				
HSP	46	56	35	42	66	67	47				
MUL	68	57		68	64						
WHT	80	68		82	72		81				
FRL	29	42	34	27	45	41	43				

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	21	26	21	19	39	32	27				
ELL	35	53	33	35	48	26	24				
ASN	60	91		73	75						
BLK	26	39	28	19	35	39	23				
HSP	40	48	29	37	41	27	39				
MUL	79	69		74	69						
WHT	87	73		89	70		92				
FRL	31	45	33	29	40	34	28				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The percentage of our black students in ELA achievement (20%). A possible contributing factor to last year's low performance could be that teachers were not spending enough time on grade level standards and instead were trying to remediate prior skills and fill in academic gaps.

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

The greatest decline was in ELA achievement. The decrease was 1% from the previous year 56%-55%. There was a focus on the Lowest 25th Percentile in ELA (increase from 32% to 45% making gains) and the Lowest 25th Percentile in Math (increase from 33% to 45% making gains). Although our lowest quartile made significant gains in ELA, they were not enough to increase achievement. Our school needs to focus on rigorous grade level instruction for all students and differentiation in small groups.

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.

ELA Lowest 25th Percentile had the greatest gap in comparison to the state. The state percent was 53% and Finley's percent was 45%. The trend is that more students in our lowest quartile are making gains than the previous year. Teachers targeted students in the lowest quartile for intensive tutoring, Title I remediation and before/after school tutoring.

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

ELA Lowest 25th Percentile showed an improvement of 13%. 32% to 45%.

- Small group instruction
- Grade Level intervention for LQ students
- Title I Intervention groups
- EDI Afterschool tutoring for 3rd, 4th, 5th grade students
- Before school tutoring using Istation

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our areas of concern after reviewing and reflecting the EWS data is the number of 5th graders scoring a level 1 on the FSA and attendance issues.

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

1. Closing the achievement gap in ELA between our sub groups.
2. Closing the achievement gap in Math between our sub groups.
3. Continuing to increase the learning gains of the lowest quartile.
4. Decrease the number of tardies and absences.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Increase the learning gains of the lowest quartile in ELA & Math by 3%. Rigorous, standards based, whole group instruction and differentiated small group instruction will address grade level content and lack of prior skills or not mastering prior skills.

Measureable Outcome: Increase the percentage of students in the lowest quartile making learning gains in ELA from 57% to 60% and increase the percentage of students in the lowest quartile making learning gains in math from 59% to 62%.

Person responsible for monitoring outcome: Yvonne Meyers (meyersym@gm.sbac.edu)

Evidence-based Strategy: Teachers will use the Florida standards and student data to plan whole group and small group instruction. Teachers will use the district adopted math and reading series, the district pacing guides, Istation, Achieve 3000, Flocabulary, Ready Florida, Reflex Math, and Learning A-Z in the regular classroom. Title I resource groups and ESE small groups will use Phonics for Reading, Rewards, Triumphs, SIPPS, and Focused Reading.

Rationale for Evidence-based Strategy: Our lowest quartile made significant gains using these strategies. Data from FSA and from the various programs was used to determine the success. We are hoping to continue the upward trajectory.

Action Steps to Implement

1. Ensure that classroom instruction is aligned to the standards (observation, classroom snapshots & lesson plans).
2. Ensure that student tasks are aligned to the appropriate level of complexity for each standard (observation, classroom snapshots & lesson plans).
3. Provide professional development in the following areas: understanding data, unpacking standards, vertical progression of standards in ELA & Math & planning for tasks aligned to the appropriate level of complexity.

Person Responsible Kelly Jones (joneskb@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Increase the achievement level of all learners in ELA & Math with an emphasis on increasing the achievement level of our black learners, students with disabilities and our economically disadvantaged students to 41% on the ESSA Federal Index.
The academic achievement of our black learners, students with disabilities and our economically disadvantaged students is consistently below that of other subgroups.

Measureable Outcome: Increase the percentage of students reaching proficiency in ELA from 55% to 58% and increase the percentage of students reaching proficiency in math from 56% to 59%.
Increase the ESSA federal index from 39% to 41% for our Students with Disabilities.
Increase the ESSA federal index from 33% to 41% for our African American students.
Increase the ESSA federal index from 40% to 41% for our Economically Disadvantaged students.

Person responsible for monitoring outcome: Yvonne Meyers (meyersym@gm.sbac.edu)

Evidence-based Strategy: Resources include our school-based Teachers for Equity Team; district training provided to the equity team; culturally relevant materials and responsive teaching; provide an equity focus at faculty meetings each month; add equity questions to all climate surveys and data chats; Support Facilitation in grades 3rd -5th in ELA & Math. Teachers will use the Florida standards and student data to plan whole group and small group instruction. Teachers will use the district adopted math and reading series, the district pacing guides, Istation, Achieve 3000, Flocabulary, ReadyFlorida, Reflex Math, and Learning A-Z in the regular classroom. Title I resource groups and ESE small groups will use Phonics for Reading, Rewards, Triumphs, SIPPS and Focused Reading.

Rationale for Evidence-based Strategy: Our lowest quartile made significant gains using these strategies in prior years so we are hoping to use them with our black, ESE, and economically disadvantaged students this year. Data from FSA and from the various programs was used to determine the success. We are hoping to continue the upward trajectory.

Action Steps to Implement

1. Ensure that classroom instruction is aligned to the standards (observation, classroom snapshots & lesson plans).
2. Ensure that student tasks are aligned to the appropriate level of complexity for each standard (observation, classroom snapshots & lesson plans).
3. Our Teachers for Equity and administration will share resources and culturally responsive practices at faculty meetings.
4. The ESE team will attend data chats to offer input regarding interventions and support.

Person Responsible Kelly Jones (joneskb@gm.sbac.edu)

#3. Culture & Environment specifically relating to Discipline

Area of Focus
Description and Rationale: Reduce the number of out of school suspensions for African American students. Disproportionate number of African American students receiving suspension(s) as a result of discipline incidents.

Measureable Outcome: Reduce suspensions of African American students by at least 15%.

Person responsible for monitoring outcome: Brian LaPlant (laplantbm@gm.sbac.edu)

Evidence-based Strategy:

- Positive Behavior Interventions and Supports.
- Increase teacher capacity to manage classroom behaviors.
- Culturally responsive teaching strategies.
- Guidance Lessons, as Tier 1 strategies, are taught at each grade level. Each unit builds on skills learned the previous year. Units may include: Peacemaking Skills, Ready to Learn, Decision-Making Skills, Attitudes, Values and Beliefs, Ready for Success, Student Success Skills, and Child Safety Matters.
- Individual & Small Group Counseling – is provided by our guidance counselors to those requested by student, teacher or parent. students.
- A social worker is also on campus 1x week to help facilitate supports from outside of the school.
- School-wide emphasis weeks: Anti-Bullying & Start with Hello week.

Rationale for Evidence-based Strategy: PBIS is used to reinforce desired student behaviors using common school wide expectations. Social Emotional learning allows students to learn to regulate their emotions and actions in a healthy way.

Action Steps to Implement

1. Develop alternatives to suspension.
2. Focus on culturally responsive teaching.
3. Daily Tier 1 SEL lessons in classrooms.
4. Classroom guidance lessons provided by school based counselors.
5. Small group and individual counseling provided by school based counselor and social worker.

Person Responsible Kelly Jones (joneskb@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Absences and tardies is an additional school wide improvement priority. Ten percent of our current students have attendance below ninety percent. The leadership team will review truancy reports weekly and discuss interventions specific to individual students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parker Elementary believes that strong family involvement is critical to each student's academic success. We encourage family involvement in all school activities. See PFEP (attached) for specific details.

We have a long history of community support and partnerships with our local universities, businesses, and government. Our PTA is very active in the community and provides incredible support to our school in many ways.

We also partner with other local businesses such as MidFlorida Credit Union, Kohl's, Sonic, Texas Roadhouse, Hardees, Mi Apa, Gator BTW and Gator's Dockside to provide volunteers at our book fairs and/or awards for student achievements.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$18,670.43
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$10,542.00
			<i>Notes: computer based program licenses</i>			

	5900	120-Classroom Teachers	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$6,168.11
			<i>Notes: Teacher stipends for Extended Day Intervention.</i>			
	5100		0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,960.32
			<i>Notes: Title I Lead Teacher Supplement</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$232,304.98
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	3.0	\$226,968.98
			<i>Notes: Salaries for FCIM Instructional Coach and Intervention Teachers</i>			
	5100	520-Textbooks	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$3,230.00
			<i>Notes: Ready Florida Books for student instruction</i>			
	5100	520-Textbooks	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$500.00
			<i>Notes: Triumph Learning workbooks</i>			
	5100	520-Textbooks	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$800.00
			<i>Notes: REWARDS intervention workbooks</i>			
	5100	520-Textbooks	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$806.00
			<i>Notes: Phonics for Reading Intervention workbooks</i>			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$1,549.59
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,549.59
			<i>Notes: Materials for teacher professional development Mindset in the classroom & Kagan</i>			
					Total:	\$252,525.00