

Alachua County Public Schools

Carolyn Beatrice Parker Elementary



2018-19 Schoolwide Improvement Plan

Carolyn Beatrice Parker Elementary

1912 NW 5TH AVE, Gainesville, FL 32603

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

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 KG-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

70%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

63%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	B	B	A*

**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 was approved by the Alachua County School Board on 10/16/2018.

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.

Alachua - 0031 - Carolyn Beatrice Parker Elementary - 2018-19 SIP
Carolyn Beatrice Parker Elementary

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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.

2018-19 DA Category and Statuses for Carolyn Beatrice Parker Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

JJ Finley is committed to the success of every student.

b. Provide the school's vision statement.

The JJ Finley faculty, staff, parents, and community are committed to academic excellence for every Finley 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 JJ Finley 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

As the ESOL center school for elementary, we recognize the unique talents and diversity that each student, family and culture bring to our school. We work diligently to create a very welcoming, nurturing environment from our front office staff to the cafeteria to the classroom. Each ESOL student attends a sheltered language arts class for 90-120 minutes of instruction in speaking, listening, reading and writing. We provide extra support to these students and families through tutoring, translators, ESOL summer programs and specialized technology. Several programs and events (i.e. December in Our Town, Veteran's Day and Holidays Around the World) scheduled throughout the year help us to understand and appreciate our cultural differences. Finally, many teachers in our school have participated in Kagan professional development which includes classroom and team building activities. The Kagan initiative is supported through coaching and mentoring of teachers by a district coach. To further develop our home-school partnership, our 3rd-5th graders are provided planners through district Title 1 funds. We also plan, organize and carry out an Outreach event each year to strengthen the home-school relationship. Several teachers provide twice weekly homework at Horizon and Sunset apartments as well.

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

Our school-wide theme for this year is "Learning is my Superpower." We carry the super hero theme through many aspects of our overall behavior plan for the school. We have implemented school wide behavior goals through our school-wide initiative of PBIS, as well as structured individual class behavior rules and procedures into a framework of common language and common principles that allow for a consistent flow of growth from kindergarten through 5th grade. Students have the ability to earn rewards for going above and beyond the expectations of all students to earn "props" or a school wide currency that allows students to buy special items at the school store, and when

available in the cafeteria. As well as participating in special school events. All stakeholders focus on the positive behaviors that support our "3 Rs" (Be Respectful, Be Responsible, Be Ready) and this allows for all teachers to work with students on exhibiting behaviors we want, rather than punishing those that misbehave.

Another way we work to create an environment where students feel safe and respected is through our "character trait of the month" program. Students are encouraged to demonstrate the trait and are recognized for it. We have adopted several social skills programs such as the Sanford Harmony program that provide teachers with the tools to foster and support social connections among students who do not typically chose to play together and to promote the social, emotional, and cognitive skills that students need to successfully negotiate peer interactions, develop positive peer relationships and thrive in school.

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.

Our school wide behavioral system has several components:

* PBIS- This year we have begun the implementation of the a school wide behavior support program entitled Positive Behavior Interventions and Support. This program uses a multi faceted approach of rewards, teaching, and reteaching of positive behaviors that we would like to see in our school. This program uses a reward system through the use of "props" a school based monetary system used to purchase items at a school store, or to buy tickets to participate in other activities. This system was designed through data driven questioning using the previous years' data. This program includes several sub categories.

*Finley Flight Plan- is a school wide behavior plan that the school uses to inform students of the expected behavior while at school which are: to be a responsible student, to respect people and property, and be read to to learn. The consequence if the expected behaviors are broken: 1. warning, 2. time out in class, 3. time out in another classroom, and 4. time with the Behavior Resource Teacher, Principal or Assistant Principal and a phone call home. Teachers complete an Observed Student Behavior report (OSB) form when a student is not following the Finley Flight Plan. This is a way that smaller incidents of repeated behavior can be handled in a way that can result in a formalized referral when necessary, while allowing for re-teaching of expectations along the way.

*Classroom Behavior Plans- is the individual classroom behavior plan which at J.J. Finley is the use of clips and card charts to manage behaviors that occur during classroom instruction. Teachers' use colored cards/clips so that students can visually monitor their behaviors and follow the classroom rules that have been established in the classroom. Each time a card/clip is moved, a consequence is followed.

*B.E.S.T. (Be Especially Successful Today) - is an individual two tier response to intervention behavioral point sheet program tailored to each student's behavioral needs and goals. The teacher, student, parent, and BRT work together to model, encourage, and reward appropriate behavior choices. The primary focus of the B.E.S.T. program is to modify and redirect undesirable behavior and replace it with a desired behavior (replacement behavior). B.E.S.T. has 3 stages: Stage 1 (red) student must earn 70-75%

each day to advance to the next day. Stage 2 (yellow) student must earn 80-85% each day to advance to the next day. Stage 3 (green) student must earn 90% each day to advance to the next day. Each stage last for 10 consecutive days unless a day or days are repeated.

*Formal and Informal Referrals- are used when an incident (behavior) needs to be documented and or recorded for a student's behavior file. Informal referrals or "observed student behavior (OSB)" forms are written for minor offenses such as: excessive talking, disrespect, teasing, unsafe actions, etc. These forms are tracked for 30 days, and if a student repeats the same behavior, it becomes a formal referral. Formal referrals are for more serious offenses such as fights, unacceptable language, safety violations, major classroom disruptions, etc.

*PBIS/Discipline Committee Meetings- are held quarterly during the school year. The committee consists of members from each grade level and a member of the resource team. The committee meets to discuss and decide on the most appropriate consequence or outcomes as it pertains to behavior or behavioral issues that occur at our school.

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.

Guidance Lessons, as Tier 1 strategies, are taught at each grade level. Each unit builds on skills learned the previous year. Units include: Peacemaking Skills, Ready to Learn, Careers, Decision-Making Skills, Attitudes, Values and Beliefs, Ready for Success, Student Success Skills, Human Growth & Development, Middle School Prep and Child Safety Matters.

Skill Streaming – is an intervention program used by our guidance counselor with targeted students that focuses on 4 direct instructional areas of learning: modeling, role-playing, feedback, & transfer. Using parent & /or teacher rating sheets, a student's primary area of difficulty, can be targeted with specific Skills Streaming lessons. It teaches kids pro-social behaviors that will help students from elementary school through adulthood.

Individual and Small Group Counseling – is provided by our guidance counselor to those requested by student, teacher or parent.

Monthly Character Traits - each month we are emphasizing a character trait and recognizing students who are nominated by their teacher as demonstrating this trait.

School-wide emphasis weeks: Anti-Bullying, No Name-Calling, Character Building.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

We continually monitor all student data, including academic progress as well as attendance and behavior through our leadership team meetings, data chats and quarterly student concerns meetings. We hold EPTs (educational planning team) meetings on any student who is struggling academically, behaviorally or with attending

school. Student academic progress is monitored through our ongoing progress monitoring system. We hold truancy meetings for any student who misses 5 days or more in a 30 day period or 15 days in a 90 day period.

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	0	16	16	18	15	15	0	0	0	0	0	0	0	80
One or more suspensions	0	1	2	6	3	4	0	0	0	0	0	0	0	16
Course failure in ELA or Math	1	10	1	5	3	10	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	17	23	45	0	0	0	0	0	0	0	85

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	2	2	0	12	21	14	0	0	0	0	0	0	0	51

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

Teachers provide small group instruction to the EWS students four to five days a week in both reading and math. Each grade level provides an additional time for intervention during the school day for their lowest quartile students. Our Title 1 teachers will provide tutoring during the day using research based programs targeted to student needs. We also have afterschool tutoring for 3rd through 5th grade students who need additional support in reading. We also provide Istation tutoring in the mornings before school to targeted students.

Students with repeated referrals participate in the BEST (Be Especially Successful Today) program. This is a daily point chart with goals and incentives to motivate the student and provide communication to the parents.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/647974>.

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.

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. Through their main fundraiser, UF football parking on every Gator home game, they earn \$70,000 each year to provide our school with improvements such as a computer lab, playground equipment, covered walkways, landscaping, etc.

We also partner with other local businesses such as Community Bank and Trust, Kohl's, Sweet Berries, Sonic, Texas Roadhouse, Burger King, and PDQ to provide volunteers at our book fairs, awards for student achievements, financial support for our annual FSA parties, and celebrations for students and teachers.

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
Grantham, Kathy	Guidance Counselor
Delaney, Tami	Assistant Principal
Valdes, Kathleen	Principal
Stephens, Eileen	Teacher, K-12
Rife, Erin	Instructional Coach

b. Duties

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

The role of the SBLT has been to complete a mapping of resources available to meet student needs, analyze the staff training needs based upon available intervention resources, and structure a school-wide intervention plan incorporating interventions that were chosen based upon need through student data analysis.

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).

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 their school.

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.

Behavior Resource Teacher - 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.

CIMS 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.

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.

Implementation and monitoring of the SIP and MTSS is carried out through faculty, team leader and leadership meetings as well as through observation feedback (both formal and informal). Concerns with core instruction, resources needed, instructional delivery and student needs are addressed at our data chats (one at each grade level every four weeks).

Title 1, Part A - Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Pull out tutorials are provided daily for students in need of remediation. The FCIM coordinator helps teachers collect and analyze data.

Title II - District receives supplemental funds for improving basic education programs through the use of district literacy coaches, mentor coaches and digital educators.

Title III -The school and district work together to coordinate supplementary materials (i.e dictionaries) and services (tutors and translators) to improve the education of immigrant and English language learners. We are the elementary ESOL center school for our district.

Violence Prevention Programs - The school offers a non-violence and anti-drug program to students that incorporates peacemaking skills, steps for creative conflict resolution,

and taking responsibility for personal health.

Nutrition Programs - The school participates in the district's "Summer Feeding" program. Our school is now part of the Community Eligibility Provision where every student receives free breakfast and lunch.

Adult Education - The school provides our ELL families with information regarding English class offerings in the community.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Valdes	Principal
Steve Gregg	Business/Community
Chipper Flaniken	Business/Community
Misty Barnett	Business/Community
Arlene Johnson	Business/Community
Julian Toussaint	Teacher
Jessica Berger	Teacher
Suzette Moore	Parent
Angel Londrie	Parent
Jondeline Perry	Parent
	Student

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the last meeting of the year, FSA data was shared with SAC members. Feedback from SAC members was recorded in the minutes and used to develop this year's school improvement plan.

b. Development of this school improvement plan

The School Advisory Council reviews a draft of the School Improvement Plan at the first meeting each year and is given the opportunity to provide suggestions, improvements, etc. They are also given the link and encouraged to review it to provide feedback. The same process occurs at each meeting throughout the year for the parent involvement plan, assessments, school grades and budgets.

c. Preparation of the school's annual budget and plan

Budget is shared at three intervals throughout the year (beginning, mid year and end of the year).

Approval for additional budget items is presented to the SAC committee at regular meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Curriculum Planning & Assessment \$15,000.00, Instructional Materials \$15,000.00, Professional Development Training \$10,000.00

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
Delaney, Tami	Assistant Principal
Stephens, Eileen	Teacher, K-12
Valdes, Kathleen	Principal
Meeker, Ellen	Teacher, K-12
Sabback, Jeanie	Teacher, K-12
Rife, Erin	Instructional Coach

b. Duties

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

The Accelerated Reader Program, Altrusa Read-In, Book-It Program, Pumpkin Book Character contest, Alachua County Book Battle and Scholastic Book Fair are a few of the ways we will promote literacy this school year. Literacy is also encouraged through author visits, participation in the SSYRA program, book talks on the morning news, school wide book swaps and free book giveaways throughout the year.

D. Public and Collaborative Teaching

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

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

Each member of the faculty is assigned to a grade level team which meets regularly to plan collaboratively. Monthly team leader and faculty meetings are held to ensure that each teacher/ team receives professional development, information regarding instructional programs, and input on school wide events, policies, programs, etc. Student concerns meetings are held quarterly to update and analyze data, plan interventions, and make decisions regarding tier 2 and 3 instruction for struggling learners. Data chats are held

monthly at each grade level to discuss trends and data to drive instructional decision making for all students. Our ESE students receive supplemental reading instruction through both co-teach/support facilitation and pull out resource models. We will have cross grade level meetings where the teachers will discuss curriculum alignment with the grade level above and below them.

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 Leadership Team.
2. Partnering new teachers with veteran staff.
3. Assistant Principal participate in interviewing process for all new hires.
4. Maintain close relationship with University of Florida and St. Leo University as they provide interns, practicum students, and volunteers to our school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The pairing of Mentor and Beginning Teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught. Planned mentoring activities focus on the completion of the District Beginning Teacher Program through weekly one on one conferencing, observations, and feedback. In addition, each mentor coach will meet with her assigned teachers in a small group six times a year. These meetings, individually or in small group, will focus on training and modeling engaging curriculum strategies and research based behavior management strategies.

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.

Our teachers use the district adopted materials for each subject area. The district also provides a curriculum map with additional resources beyond the core reading and math curriculum. The teachers' focus this year is on teaching the standards within the content limits instead of teaching a curriculum.

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.

Our school collects data through our on-going progress monitoring system. Various assessments and probes are administered by teachers throughout the year and individual student progress is tracked through our HOT list. This list is reviewed frequently by teachers, administration, Title 1, etc. so we can monitor each student for further intervention (Tier 2) or testing as needed. Data Chats are held monthly with each grade level to discuss areas of strength or growth needed in our Tier 1 instruction. Data is analyzed to determine instructional needs and focus. The data chats will also target individual students' growth to assist teachers with interventions and begin the EPT/RtI

process. EPT/Rtl process supports students whose academic, behavior or attendance needs are not met through Tier 1 & Tier 2 instruction. Title 1 provides both reading and math supplemental support to students identified through assessment data as needing academic intervention. Students in grades 3, 4 and 5 needing additional support attend our after-school tutoring (Achieve 3000) two days a week from November until April.

Our 180 ESOL students in grades K-5 receive differentiated language arts instruction in a sheltered language arts room with an ESOL teacher and a paraprofessional. Our ESE students receive supplemental reading support (K-5) or co-teach reading instruction (3-5) and co-teach math instruction.

Differentiated instruction is provided through the use of gifted math and science classes for 1st through 5th grade identified students.

All teachers differentiate instruction by providing small groups, literacy work stations and math centers.

Evidence of this differentiation is noted in lesson plans, walkthroughs, and observations.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,760

We provide after school tutoring to targeted 3rd, 4th and 5th grade students. Teachers use research based strategies and curriculum to remediate students in the area of reading. The Achieve3000 computer program focuses on improving reading comprehension through the use of nonfiction text.

Strategy Rationale

Achieve3000 is a research based program supported and funded by the district Title 1 program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rife, Erin, rifee@gm.sbac.edu

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

We will be using Istation data quarterly to analyze the effectiveness of the strategy.

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.

The district hosts a VPK summer program at individual schools. Each elementary school in the district offers a “Kindergarten Round-Up” program in the Spring for parents and children entering kindergarten the next Fall. The program provides parents with school based information and strategies for reading readiness and parental involvement.

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.

Finley's 5th grade students receive 6 hours of classroom guidance instruction in the area of Careers/Life Preparation. The title of these lessons is called: G.O.A.L.S., which stands for “Go On And Live Spectacularly”! The emphasis is on life preparation, both current and future, and career planning. The goal of these lessons is to: assist the student to look closely at their own personal strengths, what areas of study/skills motivate them, & to more clearly see the connection between school and work. Students complete a series of surveys that are designed to help them identify their own learning strengths, major areas of interests, and multiple intelligences. Utilizing this information, students will investigate a career cluster which may tap into their own personal style, interest, and strengths. Further lessons will include calculating GPA, defining wants and needs, and formulating a budget. Discussions will center around setting realistic goals, both long term and short term, based on the information they have learned about themselves.

1st grade students have 2 hours of classroom guidance instruction on “Careers”, emphasizing the jobs they have now: son/daughter, sister/brother, student, and friend. The goal of these lessons is to help the students see how the jobs they have now, even at such a young age, are preparing them for a real job one day.

2nd grade students receive 2 hours of classroom guidance instruction on “Careers”. This is designed to build on the unit they received in 1st grade. The instruction covers 4 areas of Career Clusters, characteristics needed for those jobs, and character traits which are important in school and in the workplace.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

n/a

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.

n/a

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"? 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.** Increase the number of students in the lowest quartile making learning gains in math by 25% from 33% to 58%.
- G2.** Increase number of students in the lowest quartile making learning gains in ELA by 14% from 32% to 46%.
- G3.** Raise achievement by 9% from 28% to 37% in ELA for African American students, while increasing the proficiency level for all students.

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. Increase the number of students in the lowest quartile making learning gains in math by 25% from 33% to 58%. 1a

G100682

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of computation skills, basic math facts, number sense, and analytical reading skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of My Math series, IStation, TenMarks, Reflex Math, Prodigy, Math Reads, Math Triumphs, CPalms, Calendar Math, AIMS materials, FSA prep materials, manipulatives, small group differentiated instruction and resources provided through the district curriculum map.

Plan to Monitor Progress Toward G1. 8

Quarterly math data chats to review student performance and improve instruction

Person Responsible

Erin Rife

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

All data collected and monitored throughout the year

G2. Increase number of students in the lowest quartile making learning gains in ELA by 14% from 32% to 46%. 1a

G100683

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	14.0

Targeted Barriers to Achieving the Goal 3

- Students have not mastered necessary prerequisite reading skills in the areas of phonics, fluency, comprehension and vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of Pearson Reading Street; Smarty Ants; Achieve 3000; Imagine Learning; IStation reading; Flocabulary; reading intervention series (Phonics for Reading, REWARDS), leveled readers, Phonics Dance, CPALMS, materials and supplies for differentiated work stations 4-5 days per week. Teachers will use LAFS and the district's curriculum maps for planning. Extra intervention time is provided by Title 1 pullout, ESE pullout and coteach, and additional grade level tutoring.

Plan to Monitor Progress Toward G2. 8

Review FSA scores and AMOs

Person Responsible

Kathleen Valdes

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

FSA scores

G3. Raise achievement by 9% from 28% to 37% in ELA for African American students, while increasing the proficiency level for all students. 1a

G100684

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	9.0

Targeted Barriers to Achieving the Goal 3

- The academic achievement of African-American is consistently below that of others peers, regardless of income.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources include our school-based equity team; district training provided to the equity team, principal, assistant principal, BRT and beginning teachers; 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; and collaborate with office of equity throughout the year.

Plan to Monitor Progress Toward G3. 8

AIMS, Istation, common assessments

Person Responsible

Erin Rife

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

African American students are meeting set goals.

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. Increase the number of students in the lowest quartile making learning gains in math by 25% from 33% to 58%. 1

G100682

G1.B1 Lack of computation skills, basic math facts, number sense, and analytical reading skills 2

B271631

G1.B1.S1 Teachers will use Florida math standards and the district's math curriculum map to plan small group differentiated instruction 4 to 5 days. Teachers will implement math workstations, including Istation math, Reflex Math, Prodigy, manipulatives, AIMS, TenMarks, and FSA prep materials to improve basic facts and number sense. 4

S287538

Strategy Rationale

Small group differentiated instruction will address the targeted barriers of computational skills, basic math facts, and number sense.

Action Step 1 5

Teachers will use small groups to differentiate math instruction 4 to 5 days a week.

Person Responsible

Tami Delaney

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walkthroughs, observations and lesson plans.

Action Step 2 5

Data chats to analyze concept test and AIMS data

Person Responsible

Erin Rife

Schedule

On 5/31/2019

Evidence of Completion

Classroom walkthroughs, observations and lesson plans

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

Lesson plans, walkthroughs and observations

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walkthrough report and lesson plans

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

Analyze assessment data to monitor student achievement

Person Responsible

Erin Rife

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments, concept tests, mini assessments, and FSA data

G2. Increase number of students in the lowest quartile making learning gains in ELA by 14% from 32% to 46%. **1**

 G100683

G2.B1 Students have not mastered necessary prerequisite reading skills in the areas of phonics, fluency, comprehension and vocabulary. **2**

 B271632

G2.B1.S1 Teachers will use the LAFS and the district's curriculum maps to plan instruction and differentiated workstations 4-5 days per week. Title 1 teachers will use other supplemental programs in resource classes. We will also provide additional reading instruction/support at all grade levels such as UFLI, Title I, ESE, and EDI. **4**

 S287539

Strategy Rationale

Intervention provided through above resources will address the barriers of limited reading skills.

Action Step 1 **5**

Supplemental support provided by reducing our 3rd and 4th grade reading class sizes.

Person Responsible

Kathleen Valdes

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments; Ongoing progress monitoring

Action Step 2 **5**

Differentiated instruction in reading classes at all grade levels provided four to five days a week.

Person Responsible

Tami Delaney

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walk-throughs, formal observations and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans, classroom walkthroughs, teacher schedules

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walkthrough reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Analyze test data to monitor student achievement

Person Responsible

Erin Rife

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments, common assessments, OPM data, Istation data and FSA

G3. Raise achievement by 9% from 28% to 37% in ELA for African American students, while increasing the proficiency level for all students. 1

G100684

G3.B1 The academic achievement of African-American is consistently below that of others peers, regardless of income. 2

B271633

G3.B1.S1 Provide additional strategically focused academic interventions. 4

S287540

Strategy Rationale

Intervention provided will increase the achievement of our African American students.

Action Step 1 5

Additional tutoring provided to our African American students in the lowest quartile.

Person Responsible

Erin Rife

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Grade level tutoring plans, EDI attendance sheets, Istation reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans, Istation reports, EDI attendance

Person Responsible

Erin Rife

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, Istation reports, EDI attendance

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review and analyze data indicators

Person Responsible

Erin Rife


Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Istation data, AIMS and common assessments

G3.B1.S2 Provide professional development on culturally relevant materials and responsive teaching. 4

 S287541

Strategy Rationale

In order to increase student achievement for our African American students, changes in educational practices must occur.

Action Step 1 5

Equity Focus on culturally responsive teaching at faculty meetings

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Faculty meeting agendas and sign-ins

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Develop an equity plan including a timeline of PD topics

Person Responsible

Becky Vickers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

The equity plan

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

PD follow up surveys

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Walk throughs, formal observations and lesson plans

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the number of students in the lowest quartile making learning gains in math by 25% from 33% to 58%.

G1.B1 Lack of computation skills, basic math facts, number sense, and analytical reading skills

G1.B1.S1 Teachers will use Florida math standards and the district's math curriculum map to plan small group differentiated instruction 4 to 5 days. Teachers will implement math workstations, including Istation math, Reflex Math, Prodigy, manipulatives, AIMS, TenMarks, and FSA prep materials to improve basic facts and number sense.

PD Opportunity 1

Data chats to analyze concept test and AIMS data

Facilitator

Erin Rife

Participants

All math teachers

Schedule

On 5/31/2019

G3. Raise achievement by 9% from 28% to 37% in ELA for African American students, while increasing the proficiency level for all students.

G3.B1 The academic achievement of African-American is consistently below that of others peers, regardless of income.

G3.B1.S2 Provide professional development on culturally relevant materials and responsive teaching.

PD Opportunity 1

Equity Focus on culturally responsive teaching at faculty meetings

Facilitator

Equity Team

Participants

All Faculty

Schedule

Monthly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use small groups to differentiate math instruction 4 to 5 days a week.				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$6,000.00
			<i>Notes: math workstation materials, Calendar Math supplies, math manipulatives, FSA prep materials, Reflex Math, Math Triumphs</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$15,000.00
			<i>Notes: Computer Refresh (hardware)</i>			
2	G1.B1.S1.A2	Data chats to analyze concept test and AIMS data				\$51,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0031 - Carolyn Beatrice Parker Elementary	Other		\$1,500.00
			<i>Notes: Teachers will be given a 1/2 day planning with the instructional coach to put this standards based planning into practice.</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$50,000.00
			<i>Notes: FCIM Instructional Coach salary</i>			
3	G2.B1.S1.A1	Supplemental support provided by reducing our 3rd and 4th grade reading class sizes.				\$73,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$73,000.00
			<i>Notes: Salary of 3rd/4th grade reduction teachers</i>			
4	G2.B1.S1.A2	Differentiated instruction in reading classes at all grade levels provided four to five days a week.				\$19,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$6,000.00
			<i>Notes: Teacher will use supplemental materials/supplies for differentiated work stations such as Phonics for Reading, REWARDS, leveled readers, AR book libraries, FSA prep materials, etc.</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$13,000.00

Alachua - 0031 - Carolyn Beatrice Parker Elementary - 2018-19 SIP
Carolyn Beatrice Parker Elementary

				<i>Notes: Computer refresh (software)</i>		
5	G3.B1.S1.A1	Additional tutoring provided to our African American students in the lowest quartile.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$13,000.00
				<i>Notes: EDI tutoring</i>		
6	G3.B1.S2.A1	Equity Focus on culturally responsive teaching at faculty meetings				\$0.00
					Total:	\$177,500.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA1 M426265	Quarterly math data chats to review student performance and improve instruction	Rife, Erin	8/13/2018	All data collected and monitored throughout the year	5/31/2019 annually
G2.MA1 M426268	Review FSA scores and AMOs	Valdes, Kathleen	8/13/2018	FSA scores	5/31/2019 annually
G3.MA1 M426273	AIMS, Istation, common assessments	Rife, Erin	8/13/2018	African American students are meeting set goals.	5/31/2019 monthly
G1.B1.S1.MA1 M426263	Analyze assessment data to monitor student achievement	Rife, Erin	8/13/2018	AIMS quarterly assessments, concept tests, mini assessments, and FSA data	5/31/2019 monthly
G1.B1.S1.MA1 M426264	Lesson plans, walkthroughs and observations	Valdes, Kathleen	8/13/2018	Classroom walkthrough report and lesson plans	5/31/2019 monthly
G1.B1.S1.A1 A390054	Teachers will use small groups to differentiate math instruction 4 to 5 days a week.	Delaney, Tami	8/13/2018	Classroom walkthroughs, observations and lesson plans.	5/31/2019 daily
G1.B1.S1.A2 A390055	Data chats to analyze concept test and AIMS data	Rife, Erin	8/13/2018	Classroom walkthroughs, observations and lesson plans	5/31/2019 one-time
G2.B1.S1.MA1 M426266	Analyze test data to monitor student achievement	Rife, Erin	8/13/2018	AIMS quarterly assessments, common assessments, OPM data, Istation data and FSA	5/31/2019 weekly
G2.B1.S1.MA1 M426267	Lesson plans, classroom walkthroughs, teacher schedules	Valdes, Kathleen	8/13/2018	Classroom walkthrough reports and lesson plans	5/31/2019 monthly
G2.B1.S1.A1 A390056	Supplemental support provided by reducing our 3rd and 4th grade reading class sizes.	Valdes, Kathleen	8/13/2018	AIMS quarterly assessments; Ongoing progress monitoring	5/31/2019 daily
G2.B1.S1.A2 A390057	Differentiated instruction in reading classes at all grade levels provided four to five days a week.	Delaney, Tami	8/13/2018	Classroom walk-throughs, formal observations and lesson plans	5/31/2019 daily
G3.B1.S1.MA1 M426269	Review and analyze data indicators	Rife, Erin	8/13/2018	Istation data, AIMS and common assessments	5/31/2019 weekly
G3.B1.S1.MA1 M426270	Lesson plans, Istation reports, EDI attendance	Rife, Erin	8/13/2018	Lesson plans, Istation reports, EDI attendance	5/31/2019 weekly
G3.B1.S1.A1 A390058	Additional tutoring provided to our African American students in the lowest quartile.	Rife, Erin	8/13/2018	Grade level tutoring plans, EDI attendance sheets, Istation reports	5/31/2019 weekly
G3.B1.S2.MA1 M426271	PD follow up surveys	Valdes, Kathleen	8/13/2018	Walk throughs, formal observations and lesson plans	5/31/2019 monthly
G3.B1.S2.MA1 M426272	Develop an equity plan including a timeline of PD topics	Vickers, Becky	8/13/2018	The equity plan	5/31/2019 monthly
G3.B1.S2.A1 A390059	Equity Focus on culturally responsive teaching at faculty meetings	Valdes, Kathleen	8/13/2018	Faculty meeting agendas and sign-ins	5/31/2019 monthly