

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)

65%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

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

66%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	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 10/18/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridaCIMS.org>.

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Carolyn Beatrice Parker Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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. The planners incorporate the 7 habits of highly effective people. We also plan, organize and carry out two Outreach events 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 "Leap Into Learning". We carry the frog theme into areas such as our "leaping for compliments" program. All staff members recognize classes who deserve a compliment with a small paper frog. At the end of the week, the frogs are put in a bowl and the class drawn receives a stuffed frog and classroom journal for the week ("Lilly" for K-2 or "Paddy" for 3-5). We also implement a school wide Bucket Filler Program which is an anti-bullying tool that recognizes individuals who use actions or words to show that they care about someone (i.e. holding the door, helping a friend,

etc). 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. Finally, we have just adopted the Harmony program provides 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 schoolwide behavioral system has several components:

*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, respect people and property, and behave in a safe way. 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.

*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 are written for minor offenses such as: excessive talking, disrespect, teasing, unsafe actions, etc. Formal referrals are for more serious offenses such as fights, unacceptable language, safety violations, major classroom disruptions, etc.

*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 convenes 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. We also having a kindness challenge event in January.

3. Early Warning Systems

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

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

N/A

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	8	7	5	5	1	1	0	0	0	0	0	0	0	27
One or more suspensions	0	3	3	2	3	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	2	4	2	8	4	2	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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

N/A

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311803>.

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 FCAT/FSA parties, and celebrations for students and teachers.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Grantham, Kathy	Guidance Counselor
Delaney, Tami	Assistant Principal
Valdes, Kathleen	Principal
Stephens, Eileen	Teacher, K-12

b. Duties

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

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—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 weekly data chats (one at each grade level every nine 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
Louise Brown	Business/Community
Kristen Zeedyk	Teacher
Sasha Abreu	Teacher
Eric Black	Parent
Gloria Walker	Parent
Chelsea Chappell	Parent
Brian Marchman	Parent
Misty Barnett	Business/Community
Amanda Rawley	Teacher
Justin Doby	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

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 \$12,000.00, Instructional Materials \$13,000.00, Professional Development Training \$5,000.00

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

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, After School Book Club, 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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 weekly 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. CIMS meetings are held monthly to update and analyze data, plan interventions, and make decisions regarding tier 2 and 3 instruction for struggling learners. Data chats are held quarterly at each grade level to discuss trends and data to drive instructional decision making. Our ESE students receive supplemental reading instruction through both co-teach 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. Team leaders and the 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 quarterly 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/Rtl 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 of 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 Sept until March.

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-3) or co-teach reading instruction (4-5) and co-teach math instruction (grade 5 only).

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, walk throughs 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

Stephens, Eileen, stepheea@gm.sbac.edu

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

Quarterly AIMS assessments and semi quarterly reading comprehension tests are analyzed in team meetings and data chats.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 styles, 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 3 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 3 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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 10%.
- G2.** Increase number of students in the lowest quartile making learning gains in reading by 10%.
- G3.** Increase the number of students making learning gains in reading by 5%.

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 10%. 1a

G085169

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	10.0

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, Reflex Math, Math Reads, Calendar Math, AIMS materials, FSA prep materials, manipulatives, small group differentiated instruction with the use of math workstations, additional resources provided through the district scope and sequence

Plan to Monitor Progress Toward G1. 8

Review FSA scores and AMOs

Person Responsible

Kathleen Valdes

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

FSA scores

G2. Increase number of students in the lowest quartile making learning gains in reading by 10%. 1a

G085170

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of Pearson Reading Street; Fast ForWord; Smarty Ants; Achieve 3000; Imagine Learning; reading intervention series (Phonics for Reading, REWARDS), leveled readers, materials and supplies for differentiated work stations.

Plan to Monitor Progress Toward G2. 8

Review FSA scores and AMOs

Person Responsible

Kathleen Valdes

Schedule

Annually, from 8/29/2016 to 6/6/2017

Evidence of Completion

FSA scores

G3. Increase the number of students making learning gains in reading by 5%. 1a

G085171

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	5.0

Targeted Barriers to Achieving the Goal 3

- Limited vocabulary
- Low levels of engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of reading series; ELA Florida Standards; FSA test specifications; Accelerated Reader books; vocabulary activities/materials for work stations; non-fiction text; leveled reader libraries
- Literacy Stations; Kagan Strategies; document cameras; use of incentives with Accelerated Reader program

Plan to Monitor Progress Toward G3. 8

Review FSA scores and AMOs

Person Responsible

Kathleen Valdes

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

FSA scores

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 10%. **1**

 G085169

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

 B226504

G1.B1.S1 Teachers will implement the My Math series and Calendar Math using small group differentiated instruction to increase computation skills and number sense. Math workstations, including Reflex Math, math manipulatives, AIMS materials and FSA prep materials, will be implemented to improve basic facts and number sense. **4**

 S238944

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.

Person Responsible

Tami Delaney

Schedule

Daily, from 8/29/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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

Tami Delaney

Schedule

Monthly, from 8/29/2016 to 6/2/2017

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 reading by 10%.

1

G085170

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

B226505

G2.B1.S1 Teachers will implement the Pearson Reading Street series, Smarty Ants and Achieve 3000. Title 1 teachers will use Fast ForWord and 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

S238945

Strategy Rationale

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

Action Step 1 5

Supplemental support provided to our lowest quartile

Person Responsible

Eileen Stephens

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

AIMS quarterly assessments; Ongoing progress monitoring

Action Step 2 5

Differentiated instruction in reading classes at all grade levels

Person Responsible

Tami Delaney

Schedule

Daily, from 8/29/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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

Eileen Stephens

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

AIMS quarterly assessments, Fast ForWord data, OPM data and FSA

G3. Increase the number of students making learning gains in reading by 5%. 1

G085171

G3.B1 Limited vocabulary 2

B226506

G3.B1.S1 Teachers will implement the reading series, Pearson Reading Street. Teachers will use the ELA Florida Standards and FSA test specifications for planning and instruction. There will be increased use of vocabulary activities/materials for work stations, non-fiction text, leveled reader libraries, and Accelerated Reader books. 4

S238946

Strategy Rationale

Increasing the amount of time, materials and focus on expanding the vocabulary of all students will improve reading proficiency.

Action Step 1 5

Provide teachers with additional activities/materials for building vocabulary including workstations materials, non-fiction text, Accelerated Reader books, leveled reader libraries and test preparation workbooks.

Person Responsible

Tami Delaney

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

invoices for materials; evidence of materials used during classroom walk throughs and lesson plans

Action Step 2 5

Provide intensive supplemental reading instruction during and after school

Person Responsible

Kathleen Valdes

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review and analyze reading assessments including AIMS quarterly assessments and on-going progress monitoring

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

Lesson plans, classroom walk throughs and observations

Person Responsible

Tami Delaney

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans and walk through reports

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

Analyze test data to monitor student achievement

Person Responsible

Tami Delaney

Schedule

Monthly, from 8/29/2016 to 6/2/2017


Evidence of Completion

AIMS quarterly assessments and FSA data

G3.B2 Low levels of engagement **2**

 B226507

G3.B2.S1 Teachers will implement literacy stations, Kagan Strategies, and the Accelerated Reader program. Use of document cameras increases engagement and encourages use of different types of texts. Student engagement will also be addressed by a PLC studying the book - "Rigor is Not a Four Letter Word". **4**

 S238947

Strategy Rationale

Different modalities of learning are addressed through the above resources.

Action Step 1 **5**

Provide Kagan modeling/coaching to beginning teachers and use of Kagan strategies during PLCs and faculty meetings.

Person Responsible

Tami Delaney

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Observations and Classroom Walk Throughs

Action Step 2 **5**

Use document cameras during language arts instruction

Person Responsible

Eileen Stephens

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, follow up activity

Action Step 3 5

Book study using "Rigor is Not a Four Letter Word"

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 10/2/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, Follow up activity

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans, classroom walk throughs and observations

Person Responsible

Kathleen Valdes

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson Plans and Walk Through Reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Analyze test data to monitor student achievement

Person Responsible

Tami Delaney

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

AIMS Assessments, FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M316470	Review FSA scores and AMOs	Valdes, Kathleen	8/29/2016	FSA scores	6/2/2017 annually
G3.MA1 M316478	Review FSA scores and AMOs	Valdes, Kathleen	8/29/2016	FSA scores	6/2/2017 annually
G1.B1.S1.MA1 M316468	Analyze assessment data to monitor student achievement	Delaney, Tami	8/29/2016	AIMS quarterly assessments, concept tests, mini assessments, and FSA data	6/2/2017 monthly
G1.B1.S1.MA1 M316469	Lesson plans, walkthroughs and observations	Valdes, Kathleen	8/29/2016	Classroom walkthrough report and lesson plans	6/2/2017 monthly
G1.B1.S1.A1 A309467	Teachers will use small groups to differentiate math instruction.	Delaney, Tami	8/29/2016	Classroom walkthroughs, observations and lesson plans.	6/2/2017 daily
G2.B1.S1.MA1 M316471	Analyze test data to monitor student achievement	Stephens, Eileen	8/29/2016	AIMS quarterly assessments, Fast ForWord data, OPM data and FSA	6/2/2017 weekly
G2.B1.S1.MA1 M316472	Lesson plans, classroom walkthroughs, teacher schedules	Valdes, Kathleen	8/29/2016	Classroom walkthrough reports and lesson plans	6/2/2017 monthly
G2.B1.S1.A1 A309468	Supplemental support provided to our lowest quartile	Stephens, Eileen	8/29/2016	AIMS quarterly assessments; Ongoing progress monitoring	6/2/2017 daily
G2.B1.S1.A2 A309469	Differentiated instruction in reading classes at all grade levels	Delaney, Tami	8/29/2016	Classroom walk-throughs, formal observations and lesson plans	6/2/2017 daily
G3.B1.S1.MA1 M316474	Analyze test data to monitor student achievement	Delaney, Tami	8/29/2016	AIMS quarterly assessments and FSA data	6/2/2017 monthly
G3.B1.S1.MA1 M316475	Lesson plans, classroom walk throughs and observations	Delaney, Tami	8/29/2016	Lesson plans and walk through reports	6/2/2017 monthly
G3.B1.S1.A1 A309470	Provide teachers with additional activities/materials for building vocabulary including...	Delaney, Tami	8/29/2016	invoices for materials; evidence of materials used during classroom walk throughs and lesson plans	6/2/2017 monthly
G3.B1.S1.A2 A309471	Provide intensive supplemental reading instruction during and after school	Valdes, Kathleen	8/29/2016	Review and analyze reading assessments including AIMS quarterly assessments and on-going progress monitoring	6/2/2017 daily
G3.B2.S1.MA1 M316476	Analyze test data to monitor student achievement	Delaney, Tami	9/1/2016	AIMS Assessments, FSA	6/2/2017 monthly
G3.B2.S1.MA1 M316477	Lesson plans, classroom walk throughs and observations	Valdes, Kathleen	8/29/2016	Lesson Plans and Walk Through Reports	6/2/2017 monthly
G3.B2.S1.A1 A309472	Provide Kagan modeling/coaching to beginning teachers and use of Kagan strategies during PLCs and...	Delaney, Tami	8/29/2016	Lesson plans, Observations and Classroom Walk Throughs	6/2/2017 weekly
G3.B2.S1.A2 A309473	Use document cameras during language arts instruction	Stephens, Eileen	8/29/2016	Sign-in sheets, follow up activity	6/2/2017 monthly
G3.B2.S1.A3 A309474	Book study using "Rigor is Not a Four Letter Word"	Valdes, Kathleen	10/2/2016	Sign-in sheets, Follow up activity	6/2/2017 monthly
G2.MA1 M316473	Review FSA scores and AMOs	Valdes, Kathleen	8/29/2016	FSA scores	6/6/2017 annually

V. Professional Development Opportunities

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

G3. Increase the number of students making learning gains in reading by 5%.

G3.B2 Low levels of engagement

G3.B2.S1 Teachers will implement literacy stations, Kagan Strategies, and the Accelerated Reader program. Use of document cameras increases engagement and encourages use of different types of texts. Student engagement will also be addressed by a PLC studying the book - "Rigor is Not a Four Letter Word".

PD Opportunity 1

Provide Kagan modeling/coaching to beginning teachers and use of Kagan strategies during PLCs and faculty meetings.

Facilitator

Dagni Christian, Tami Delaney

Participants

All teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

PD Opportunity 2

Use document cameras during language arts instruction

Facilitator

Eileen Stephens

Participants

K-5 Teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

PD Opportunity 3

Book study using "Rigor is Not a Four Letter Word"

Facilitator

Eileen Stephens

Participants

K-5 Teachers

Schedule

Monthly, from 10/2/2016 to 6/2/2017

VI. Technical Assistance Items

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

G3. Increase the number of students making learning gains in reading by 5%.

G3.B1 Limited vocabulary

G3.B1.S1 Teachers will implement the reading series, Pearson Reading Street. Teachers will use the ELA Florida Standards and FSA test specifications for planning and instruction. There will be increased use of vocabulary activities/materials for work stations, non-fiction text, leveled reader libraries, and Accelerated Reader books.

TA Opportunity 1

Provide teachers with additional activities/materials for building vocabulary including workstations materials, non-fiction text, Accelerated Reader books, leveled reader libraries and test preparation workbooks.

Facilitator

Tami Delaney

Participants

All reading teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

TA Opportunity 2

Provide intensive supplemental reading instruction during and after school

Facilitator

Eileen Stephens

Participants

Identified K-5th grade students during the school day and 3rd- 5th grade students during after school

Schedule

Daily, from 8/29/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will use small groups to differentiate math instruction.	\$1,500.00
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Alachua - 0031 - Carolyn Beatrice Parker Elementary - 2016-17 SIP
Carolyn Beatrice Parker Elementary

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$1,500.00
			<i>Notes: math workstation materials, Calendar Math supplies, math manipulatives</i>			
2	G2.B1.S1.A1	Supplemental support provided to our lowest quartile				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$3,000.00
			<i>Notes: Additional leveled readers, materials for differentiated workstations and test prep.</i>			
3	G2.B1.S1.A2	Differentiated instruction in reading classes at all grade levels				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$3,000.00
4	G3.B1.S1.A1	Provide teachers with additional activities/materials for building vocabulary including workstations materials, non-fiction text, Accelerated Reader books, leveled reader libraries and test preparation workbooks.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$12,000.00
			<i>Notes: Accelerated Reader books, leveled reader libraries, test prep workbooks, non-fiction text, vocabulary activities</i>			
5	G3.B1.S1.A2	Provide intensive supplemental reading instruction during and after school				\$203,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Other		\$11,000.00
			<i>Notes: District paid Achieve 3000 after school program including personnel and materials</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$191,000.00
			<i>Notes: Title 1 personnel</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$1,500.00
			<i>Notes: Supplemental reading materials to be used in supplemental Title 1 intervention program</i>			
6	G3.B2.S1.A1	Provide Kagan modeling/coaching to beginning teachers and use of Kagan strategies during PLCs and faculty meetings.				\$1,400.00

Alachua - 0031 - Carolyn Beatrice Parker Elementary - 2016-17 SIP
Carolyn Beatrice Parker Elementary

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$400.00
			<i>Notes: Kagan Mega timers</i>			
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$1,000.00
			<i>Notes: Kagan books and manipulatives</i>			
7	G3.B2.S1.A2	Use document cameras during language arts instruction				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Title I, Part A		\$2,500.00
			<i>Notes: purchase document cameras</i>			
8	G3.B2.S1.A3	Book study using "Rigor is Not a Four Letter Word"				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Carolyn Beatrice Parker Elementary	Other		\$500.00
			<i>Notes: Purchase books</i>			
					Total:	\$227,400.00