

Alachua County Public Schools

Carolyn Beatrice Parker Elementary



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	21

Carolyn Beatrice Parker Elementary

1912 NW 5TH AVE, Gainesville, FL 32603

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

Demographics

Principal: Kelly Brill Jones

Start Date for this Principal: 7/1/2019

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

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

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	21

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	2018-19	2017-18	2016-17	2015-16
	B	C	B	B

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

J.J. Finley is committed to the success of every student.

Provide the school's vision statement.

The J.J. 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 J.J. 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.

School Leadership Team

Membership

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

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

Name	Title	Job Duties and Responsibilities
Moorer, Jenny	Guidance Counselor	The Guidance Counselor implements Universal Tier 1 school-wide instruction in classroom guidance lessons in social skills, problem solving, decision making, career exploration, personal safety, organization, study skills, self-management and attitudes and values. Utilizes student data and teacher input to offer Tier 2 small group counseling and Tier 3 individual counseling and to coordinate meetings to offer academic, family and behavior support to students and families.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	89	103	105	118	116	112	0	0	0	0	0	0	0	643
Attendance below 90 percent	3	18	17	22	16	19	0	0	0	0	0	0	0	95
One or more suspensions	0	1	0	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	1	5	10	7	2	7	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	6	40	48	0	0	0	0	0	0	0	94

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

46

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	2	0	12	21	14	0	0	0	0	0	0	0	51

Part II: Needs Assessment/Analysis

School Data

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

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	45%	49%	51%	33%	45%	47%
Science Achievement	60%	57%	53%	60%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	89 (0)	103 (0)	105 (0)	118 (0)	116 (0)	112 (0)	643 (0)
Attendance below 90 percent	3 ()	18 ()	17 ()	22 ()	16 ()	19 ()	95 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	2 (0)	2 (0)	1 (0)	6 (0)
Course failure in ELA or Math	1 ()	5 (0)	10 (0)	7 (0)	2 (0)	7 (0)	32 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	40 (0)	48 (0)	94 (0)

Grade Level Data
 NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.
 NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	58%	-8%	62%	-12%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	47%	60%	-13%	64%	-17%
	2018	46%	60%	-14%	62%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		-7%				
05	2019	57%	57%	0%	60%	-3%
	2018	49%	61%	-12%	61%	-12%
Same Grade Comparison		8%				
Cohort Comparison		11%				

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	39	30	34	54	41	20				
ELL	33	50	38	37	66	63	29				
ASN	91	80		73	73						
BLK	20	43	52	24	35	26	30				
HSP	46	56	35	42	66	67	47				
MUL	68	57		68	64						
WHT	80	68		82	72		81				
FRL	29	42	34	27	45	41	43				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	26	21	19	39	32	27				
ELL	35	53	33	35	48	26	24				
ASN	60	91		73	75						
BLK	26	39	28	19	35	39	23				
HSP	40	48	29	37	41	27	39				
MUL	79	69		74	69						
WHT	87	73		89	70		92				
FRL	31	45	33	29	40	34	28				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

The greatest decline was in ELA achievement. The decrease was 1% from the previous year. 56%-55%.

-A focus on the Lowest 25th Percentile in ELA (increase from 32% to 45% making gains)

-A focus on the Lowest 25th Percentile in Math (increase from 33% to 45% making gains) Although our lowest quartile made significant gains in ELA, they were not enough to increase achievement. Our school needs to focus on rigorous grade level instruction for all students and differentiate in small groups.

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our 2 areas of concern after reviewing and reflecting the EWS data is the number of 4th and 5th graders scoring a level 1 on the FSA and attendance issues.

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

1. Closing the achievement gap in ELA between our sub groups.
2. Closing the achievement gap in Math between our sub groups.
3. Continuing to increase the learning gains of the lowest quartile.
4. Decrease the number of tardies and absences.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the learning gains of the lowest quartile in ELA & Math by 3%.
Rationale	Rigorous, standards based, whole group instruction and differentiated small group instruction will address grade level content and lack of prior skills or not mastering prior skills.
State the measureable outcome the school plans to achieve	Increase the percentage of students in the lowest quartile making learning gains in ELA from 57% to 60% and increase the percentage of students in the lowest quartile making learning gains in math from 59% to 62%.
Person responsible for monitoring outcome	Yvonne Meyers (meyersym@gm.sbac.edu)
Evidence-based Strategy	Teachers will use the Florida standards and student data to plan whole group and small group instruction. Teachers will use the district adopted math and reading series, the district pacing guides, Istation, Achieve 3000, IXL, Flocabulary, Ready Florida, Reflex Math, and Calendar Math in the regular classroom. Title I resource groups and ESE small groups will use Phonics for Reading, Rewards, Triumphs, and Focused Reading.
Rationale for Evidence-based Strategy	Our lowest quartile made significant gains using these strategies. Data from FSA and from the various programs was used to determine the success. We are hoping to continue the upward trajectory.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that classroom instruction is aligned to the standards (observation, classroom snapshots & lesson plans) 2. Ensure that student tasks are aligned to the appropriate level of complexity for each standard (observation, classroom snapshots & lesson plans) 3. Provide professional development in the following areas: understanding data, unpacking standards & planning for tasks aligned to the appropriate level of complexity. 4. 5.
Person Responsible	Kelly Jones (joneskb@gm.sbac.edu)

#2	
Title	Increase the achievement level of all learners with an emphasis on increasing the achievement level of our black learners, students with disabilities and our economically disadvantaged students by 3% in ELA and Math.
Rationale	The academic achievement of our black learners, students with disabilities and our economically disadvantaged students is consistently below that of our other subgroups.
State the measureable outcome the school plans to achieve	Increase the percentage of students reaching proficiency in ELA from 55% to 58% and increase the percentage of students reaching proficiency in math from 56% to 59%.
Person responsible for monitoring outcome	Yvonne Meyers (meyersym@gm.sbac.edu)
Evidence-based Strategy	Resources include our school-based equity team; district training provided to the equity team; culturally relevant materials and responsive teaching; provide an equity focus at faculty meetings each month; add equity questions to all climate surveys and data chats; Support Facilitation in grades 3rd -5th in ELA & Math. Teachers will use the Florida standards and student data to plan whole group and small group instruction. Teachers will use the district adopted math and reading series, the district pacing guides, Istation, Achieve 3000, IXL, Flocabulary, Ready Florida, Reflex Math, and Calendar Math in the regular classroom. Title I resource groups and ESE small groups will use Phonics for Reading, Rewards, Triumphs, and Focused Reading.
Rationale for Evidence-based Strategy	Our lowest quartile made significant gains using these strategies last year so we are hoping to use them with our black, ESE, and economically disadvantaged students this year. Data from FSA and from the various programs was used to determine the success. We are hoping to continue the upward trajectory.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that classroom instruction is aligned to the standards (observation, classroom snapshots & lesson plans) 2. Ensure that student tasks are aligned to the appropriate level of complexity for each standard (observation, classroom snapshots & lesson plans) 3. Our equity rep will share resources and culturally responsive practices at faculty meetings. 4. The ESE team will attend data chats to offer input regarding interventions and support. 5.
Person Responsible	Kelly Jones (joneskb@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

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

A group of teachers provide tutoring support at the the clubhouse of one of our apartment complexes.

We also partner with other local businesses such as Community Bank and Trust, Kohl's, Sweetberries, 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.

PFEP Link

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

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. Referrals are also made to outside agencies and other providers. A mental health counselor is on campus 1x week to help support the social-emotional needs of our students. A social worker is also on campus 1x week to help facilitate support outside of the school.

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, Start with Hello week, Red Ribbon Week, and Healthy Habits.

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.

J.J. Finley hosts a Middle School Parent Night in December for parents of current 5th grade students. Topics covered include: magnet application process, academic requirements, ESE, 504's and Gifted, coursework expectations, the need for parent vigilance regarding the child's emotional vulnerability and social media involvement.

2 hours of Middle School Prep Lessons are presented to 5th grade student, by the school counselors, and at the end of the school year. Topics include: time management, procrastination and priorities, study skills, personal organization, calculating GPA, "The 7 Habits of Highly Effective Students". Each 5th grade student receives a "Middle School Tool Kit" containing school supplies.

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) during the school year and summer school 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.

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 1 hour 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 1 hour of classroom guidance instruction on “Careers”. This is designed to build on the unit they received in 1st grade. Instruction is provided using a program called "Paws in Jobland". The students are able to complete on-line interest survey, investigate jobs and job clusters, hear from workers in each job, and complete puzzles and fun activities-all on the computer. Lessons also include instruction on character traits which are important both at school and in the workplace.

Part V: Budget

1	III.A.	Areas of Focus: Increase the learning gains of the lowest quartile in ELA & Math by 3%.				\$205,971.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	691-Computer Software Capitalized	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$4,500.00
<i>Notes: computer based program licenses, supplemental materials.</i>						
	6300	120-Classroom Teachers	0031 - Carolyn Beatrice Parker Elementary	Other		\$2,000.00
<i>Notes: Teacher stipends for collaborative planning</i>						
	5100	120-Classroom Teachers	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	2.7	\$142,960.00

<i>Notes: Salaries for FCIM Instructional Coach and Intervention Teachers</i>							
5100	210-Retirement	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	3.08		\$12,656.00	
<i>Notes: Retirement benefits for Title I staff</i>							
5100	220-Social Security	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	3.08		\$11,431.00	
<i>Notes: SSI benefits for Title I staff</i>							
5100	230-Group Insurance	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	3.08		\$23,014.00	
<i>Notes: Group Insurance for Title I staff</i>							
5100	290-Other Employee Benefits	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	3.08		\$762.00	
<i>Notes: early Retirement benefits for Title I staff</i>							
5100	369-Technology-Related Rentals	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$2,500.00	
<i>Notes: Web-based subscriptions for student instruction</i>							
5100	520-Textbooks	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$4,148.00	
<i>Notes: Books for student instruction</i>							
5100	610-Library Books	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$2,000.00	
<i>Notes: Books for the Media Center</i>							
2	III.A.	Areas of Focus: Increase the achievement level of all learners with an emphasis on increasing the achievement level of our black learners, students with disabilities and our economically disadvantaged students by 3% in ELA and Math.					\$42,708.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	510-Supplies	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$19,500.00	
<i>Notes: Materials and supplies to support student instruction</i>							
5900	120-Classroom Teachers	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$13,000.00	
<i>Notes: Teacher stipends for Extended day Intervention</i>							
5100	150-Aides	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A	0.38		\$6,460.00	
<i>Notes: Paraprofessional salary</i>							
5900	210-Retirement	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$1,101.00	
<i>Notes: Retirement benefits for teacher stipends for Extended Day Intervention</i>							
5900	220-Social Security	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A			\$995.00	
<i>Notes: SSI benefits for teacher stipends for Extended Day Intervention</i>							

Alachua - 0031 - Carolyn Beatrice Parker Elementary - 2019-20 SIP

	5900	290-Other Employee Benefits	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$66.00
			<i>Notes: Early Retirement benefits for teacher stipends for Extended Day Intervention</i>			
	5100	644-Computer Hardware Non-Capitalized	0031 - Carolyn Beatrice Parker Elementary	Title, I Part A		\$1,586.00
			<i>Notes: Computer equipment for student instruction</i>			
					Total:	\$248,679.00