

J.J. FINLEY ELEMENTARY SCHOOL
Executive Summary

The faculty, staff, and parents are committed to on-going data analysis and reflective feedback to improve student achievement. The faculty worked collaboratively with the School Advisory Council to collect and analyze assessment data. The faculty members completed the on-line Successful School Survey which addressed all areas of the school as a learning community. The SAC and faculty developed and administered a parent climate survey. The assessment process also included analyzing data from the following reports:

- FCIM – benchmark assessments
- Climate Surveys
- CREATE Survey
- Title One Successful School Survey
- Dibels
- Parent Workshop Evaluations
- FCAT – Florida Comprehensive Assessment Test
- Florida Writes – Grade 4
- FCAT Reading – Grades 3, 4, and 5)
- FCAT Math – Grades 3, 4, and 5
- FCAT Science – Grade 5
- AYP – Adequate Yearly Progress
- MacMillan McGraw-Hill Treasures Reading Data
- SPAR – School Public Accountability Report
- Title One Reports
- Monthly and Yearly Discipline Reports
- Attendance Data
- ESOL and ESE Data
- Teacher Informal and Formal Assessments
- Harcourt Trophies Math Data

Utilizing data obtained from these reports, this year's School Improvement Plan emphasized researched-based intervention strategies and best practices. The plan focuses on improving student achievement in the core academic areas: reading, writing, math, and science. The plan also addresses specific strategies to meet the needs of students who did not achieve adequate yearly progress. These strategies include early identification intervention, and remediation for potential Level I and Level II students. Professional development for teachers and paraprofessionals will focus on improving classroom instruction, classroom management, and meeting the needs of a diverse population of students. Specific strategies to meet the needs of identified subgroups will be implemented.

School Interventions include:

- FCIM – Florida Continuous Improvement Model
- Benchmark Assessments
- Mini Focus Lessons
- Tutorials
- FCIM facilitator – 40%
- Parental Involvement Strategies and Parent Workshops
- After-School Tutoring
- Faculty Book Study
- Kagan Inclusion Training
- A.I.M.S. (Activities Integrating Math and Science)
- Family Reading Activities
- Waterford Early Literacy
- Great Leaps
- Revision of school-wide writing program

- Literature Circles
- Hiring Technology Teacher
- 50% Reading Coach
- Faculty Mentoring for subgroups
- Parent/Teacher Conferences
- Diebels Assessments
- Extended Learning Time
- Use of technology and math software to support math basal text
- Implement Every Day Calendar Math

Below is a table of Finley's School grade history:

SCHOOL GRADES:

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
A	B	A	A	A

State of Florida A+ Plan – Annual Report
Finley – 2007-2008

- 86% meeting high standards in reading
- 83% meeting high standards in math
- 98% meeting high standards in writing
- 61% meeting high standards in science
- 68% making reading gains
- 69% making math gains
- 67% of the lowest 25% making learning gains in reading
- 70% of the lowest 25% making learning gains in math

*According to the Adequate Yearly Progress/No Child Left Behind 2008 annual report, 86% of the total population scored Level 3 or above on FCAT reading assessment. Eighty –three percent of the total population scored Level 3 or above on the FCAT Math Assessment. All subgroups achieved Adequate Yearly Progress. The school achieved AYP for the 2007-2008 school year. If the school achieves AYP for two consecutive years (2007-2009), Finley would no longer be identified as SINI (School In Need of Improvement) school.

2008 – 2009 SCHOOL IMPROVEMENT PLAN

School Name: J.J. Finley Elementary
District Name: Alachua County Public Schools
Principal: Donna M. Jones
SAC Chair: Sasha Abreu
Superintendent: Dr. Dan Boyd
Date of School Board Approval:

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The school's vision is to continue achieving Adequate Yearly Progress for all subgroups and to become a State of the Arts ESOL Center School. The J.J. Finley staff, parents and community are committed to academic success for all students. We believe it is the responsibility of the school community to support a positive, safe learning environment where every child performs at or above proficiency levels in core subject areas.

SCHOOL PROFILE/DEMOGRAPHICS

J.J. Finley Elementary School was built in 1939. Since 1939, the school renovations have included: adding a Kindergarten building, cafeteria, Media Center, and an Art, Music and Computer center and covered basketball court. During the 2007-2008 school year, the school completed the air conditioning replacement projects for building 1 (Main Office), building 3 (First grade wing) and building 4 (Media Center). Finley is located approximately 1 mile north of the University of Florida. The school has many business and community partnerships and an active P.T.A. organization committed to the success of all students. During the Spring of 2009, the school will celebrate its 70th Anniversary.

The 2007-2008 School Public Accountability Report (SPAR) indicated that 50% of Finley students were economically disadvantaged. This percentage was slightly higher than the district and state averages. The school's population of 440 students represent the following racial/ethnic groups: White (37%), Black (28%), Hispanic (17%), Asian (12%), American Indian (1%), and Multiracial (5%). The above figures represent students in K-5 during the 2006-2007 school year. Currently, Finley is an ESOL (English for Speakers of Other Languages) Center School representing more than 18 languages. Approximately 16% of the total population participates in the ESOL program. The SPAR data indicates that 12% of students were identified as disabled which is below the district and state averages.

The Kindergarten screening for school readiness indicated that 89% were ready to start school as measured by the Early Screening Inventory-Kindergarten (ESI-K).

J.J. Finley has been a school-wide Title One school for the past five years.

DRAFT

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

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QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

List your school's highly qualified administrators and briefly describe their credentials and their experience with increasing student academic achievement.

Donna M. Jones

- The school's principal has a Masters' degree in Elementary Education and a Specialist in Educational Leadership. The principal is in her tenth year as an administrator at J.J. Finley. As an instructional leader of the school, the principal meets with the student support services team and team leaders regularly to monitor student progress/achievement, to plan school-wide activities, and to plan professional development activities. For four consecutive years (2001-2004) the school received an A status for meeting higher performance standards of the Florida School Recognition Program. During the 2004-2005 school year, the school received a B. Finley has received an A for the past 3 years (2006, 2007, 2008).
- 10 years as a classroom teacher (Florida, Tennessee, Kentucky)
- 3 years Dean of Students
- 3 years middle school Assistant Principal
- 9 years principal

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas and schools.

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.” Beginning teachers are required to participate in the Alachua County Induction Program. The program provides training in classroom management, curriculum planning, assessment, etc. Beginning teachers receive school-based mentors and participate in district seminars.

Staff List

School Name: J.J. Finley Elementary
District: Alachua County Public Schools

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of years teaching
SASHA ABREU	ELEM ED K-6	ESOL	3 RD GRADE	PROFESSIONAL	3
STEFANIE APOLARO	ELEM ED K-6	ESOL	1 ST GRADE	PROFESSIONAL	1
PATRICIA BAGBY	ELEM ED K-6	ESOL	ESOL (K,4,5)	PROFESSIONAL	11
MICHAEL BAIR	ELEM ED K-6		4 TH GRADE/TECH	PROFESSIONAL	8
TRUDY BINGHAM	ELEM ED K-6		3 RD GRADE	PROFESSIONAL	31
LOUISE BROWN	ELEM ED K-12 ART		ART K-5	PROFESSIONAL	22
PEGGY BURT	ELEM 1-6, SOCIAL SCI 6-12,SLD K-12	ESOL, GIFTED, NATIONAL BOARD	60% GIFTED 40% FCIM	PROFESSIONAL	21
JAMIE CARROLL	ELEM ED K-6		3 RD GRADE	TEMPORARY	2
JOHNNY CROMWELL	ELEM ED K-6		BRT	PROFESSIONAL	8
JEAN CUNNINGHAM	ELEM ED K-6	ESOL NATIONAL BOARD	ESOL 1,2,3	PROFESSIONAL	25
DOT DAROLD	PK/PRIMARY ED		2 ND GRADE	PROFESSIONAL	4
TAMI DELANEY	ELEM ED K-6 ED LDRSHP		CRT	PROFESSIONAL	16
ALEX GORE	ELEM ED K-6		2 ND GRADE	TEMPORARY	2
KATHY GRANTHAM	COUNSELING		GUIDANCE COUNSELOR	PROFESSIONAL	23
KIM GREGG	ELEM ED K-6		1 ST GRADE	PROFESSIONAL	4
MOLLIE GROTE	PK/PRIMARY ED	ESOL	KINDERGARTEN	PROFESSIONAL	5
SUSAN HARTMAN	ELEM ED 1-6	GIFTED, ESOL, NATIONAL BOARD	5 TH GRADE	PROFESSIONAL	25

CHERYL HELM	ELEM ED 1-6 READING K-12 MID. GR. ENG		1 ST GRADE	PROFESSIONAL	30
CINDY HOLMES	E CHILD ED ELEM ED K-6		KINDERGARTEN	PROFESSIONAL	38
KAREN HUNTER	ELEM ED 1-6		1 ST GRADE	PROFESSIONAL	30
ARLENE JOHNSON	E CHILD ED ELEM ED K-6		KINDERGARTEN	PROFESSIONAL	27
BROOKE LANGSTON	ELEM ED K-6	ESOL	4 TH GRADE	PROFESSIONAL	3
JAN MERRITT	ELEM ED 1-6		3 RD GRADE	PROFESSIONAL	8
EMILY MONDA	ELEM ED K-6 ESEP K-12	NATIONAL BOARD	4 TH GRADE	PROFESSIONAL	7
BEVERLY NOLL	SLD, EH, MH,	ESOL	VE TEACHER	PROFESSIONAL	29
KAREN PAIGE	ELEM ED K-5 READING K-12 SPEC. ED MEDIA SPEC	ESOL	MEDIA SPECIALIST	PROFESSIONAL	33
GENA PASS	ELEM ED K-6		5 TH GRADE	PROFESSIONAL	2
LINDSEY RAGLAND	ELEM ED K-6	ESOL	2 ND GRADE	PROFESSIONAL	0
LAURA ROHAN	ELEM ED K-6		2 ND GRADE	TEMPORARY	1
JEANIE SABBACK	ELEM ED PRIMARY ED		KINDERGARTEN	PROFESSIONAL	11
GAYLE SCHRAMEK	SP LG IMPR		SPEECH THERAPIST	STATE MEDICAL LICENSE	6
EILEEN STEPHENS	ELEM ED K-6	ESOL	RESOURCE 50% READING COACH 50%	PROFESSIONAL	17
AMY STORCH	ELEM ED K-6 MATH 5-9		4/5 RESOURCE	TEMPORARY	4
PAUL STRUHARIK	ELEM ED K-6		2 ND GRADE	TEMPORARY	2
WAYNE TAYLOR	PHYS ED K-8 PHYS ED	DRIVER ED MID GR	PE TEACHER	PROFESSIONAL	30
PAMELA TEAGUE	ELEM ED 1-6 READING K-12	GIFTED	GIFTED	PROFESSIONAL	29
JOSE TEPEDINO	ELEM ED K-6 READING K-12		5 TH GRADE	PROFESSIONAL	8
ROBBIN WALKER	ELEM ED, SLD, EH, MH	ESOL	VE TEACHER	PROFESSIONAL	29

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Title One funds support the academic needs of students and provide training and research-based resources for parents and school staff. Professional Development training is funded by Title One and Title Two funds. Title Three funds are used to ensure ESOL students receive academic support.

School Wide Improvement Model

Note: Required for Title I

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Finley will implement the Florida continuous Improvement Model which incorporates the Effective Schools research + T.Q.M. (Total Quality Management), a business management approach. The 8 Step Continuous Improvement Model includes the following:

- Step 1: Data Disaggregation
- Step 2: Instructional Focus Calendars
- Step 3: Instructional Focus Lessons
- Step 4: Frequent Assessments
- Step 5: Tutorials to Reteach
- Step 6: Enrichment for Mastery Students
- Step 7: Maintenance for Mastered Skills
- Step 8: Monitoring Progress

*The FCIM facilitator will assist the leadership team in implementing the FCIM Model.

NCLB Public School Choice

Note: Required for Title I

Public School Choice Notice to Parents

Please attach a copy of the Public School Choice Notice to Parents in MS Word .doc format only!

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word .doc format only!

Pre-School Transition

Note: Required for Title I

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Finley offers a Kindergarten Round-Up Program in the spring for parents and children. The program provides parents with school-based information and strategies for reading readiness and parental involvement. The school also offers a "Here I Come" summer program for children scheduled to attend Kindergarten in the Fall.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Describe your school's Teacher Mentoring Program.

All beginning teachers are required to participate in the district's Induction Program. Mentees attend monthly professional development and seminars. They are also assigned a school-based mentor who provides on-going support and reflective feedback to the mentee. The mentor also provides opportunities for the mentee to observe him/her and other veteran teachers. The mentee is given a sub day to observe 4-5 veteran teachers.

Teacher Mentoring List

School Name: J.J. Finley Elementary

District: Alachua County Public Schools

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Trudy Bingham		Lindsey Ragland	Weekly planning meetings, Observations, Professional Development, FCIM Model

Extended Learning Opportunities

Note: Required for Title I

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

After-school tutoring is offered 2 days per week for students needing additional support in math, reading, and writing. The district provides an extended school year program for third grade students who scored Level 1 or 2 on FCAT reading assessment. Additional summer reading classes may be offered through Title I funding. The Extended Day Enrichment Program provides a structured homework and/or individual tutoring time to approximately 100 students daily. Partnerships with the University and other civic organizations also provide extended learning opportunities throughout the school day. Parent workshops are offered in the evening to help parents learn ways to assist students in reading at home. Mentors are provided through the Bright Futures mentors, University of Florida volunteers, foster grandparent program, Rockin' Readers volunteers, and other school volunteers.

GOALS

Goal: Reading

*Note: Required for Title I

Needs Assessment: The 2007-2008 FCAT data indicated 73% of third grade students scored level Three and above on FCAT reading. The percentage was above the district and state averages which were 71% (district) and 72% (state). Fourth grade reading results indicated 75% of the students were Level 3 and above. This percentage was 7 percentage points higher than the district and 5 percentage points above the State. Fifth grade reading scores were below the district and state. Sixty-five percent of fifth grade students scored Level 3 and above compared to the district and state averages of 68% and 67%. An analysis of Harcourt Trophies, Dibels, and Stanford 10 results indicated instructional focus in the following areas: vocabulary, fluency, comprehension, test taking strategies, and comparison and contrast.

2008 FCAT Reading % Scoring 3 or above

	School	District	State
3 rd	73	71	72
4 th	75	68	70
5 th	65	68	67

2008 Mean Scale Scores

	School	District	State
3 rd	305	314	313
4 th	320	320	319
5 th	302	308	305

Did all student subgroups meet AYP targets? Yes

Did 50% or more of lower 25% make learning gains? Yes – 67%

Did 50% or more make learning gains? Yes – 68%

Did the percent proficient increase? Yes (86% in 2008 – 82% in 2007)

All students will meet or exceed performance levels in reading as measured and determined by state and federal guidelines.

Objective:

Sixty-five percent of the students in the lowest quartile/Level 1 will score Level 3 or above on the FCAT Reading or all subgroups will achieve AYP by a 10% decrease in the number of students scoring Level 1 and Level 2 on FCAT reading.

Strategies:

Strategy 1: Grades 3-5 will develop Instructional Focus elements in reading for

each nine weeks of school. The instructional focus calendars will be posted in all classrooms including resource and specials (Art, Music, P.E. Media). The FCIM facilitator will assist teams with data disaggregation, instructional timelines, instructional focus lessons, and tutorials.

Diagnostic Tests in reading will be administered the first three weeks of school for grades 3-5. Teachers, FCIM Facilitator and Reading Coach will be responsible for reviewing achievement data from the 2007-2008 school year. Data collected will be used to target instruction, to form tutorial groups, both in school and after school. Principal, CRT, Reading Coach, FCIM Facilitator, and team leaders will meet monthly to review assessment data, monitor student progress, and plan for effective high yield strategies for all students. The instructional team will target students in the lowest 25% and provide intensive reading strategies and extended learning opportunities.

FCAT Practice Test, Dibels Assessment, MacMillan Treasures theme tests, benchmark assessments, and Great Leaps will be administered throughout the year. Computer assisted instruction and assessment (SRA and Treasures Intervention, Reading Counts, FCAT Explorer, and FCAT Practice workbooks) will be used to support Level 1 and Level 2 students in the lowest 25%.

Reading Strategies

- ❖ Implement the FCIM (Florida Continuous Improvement Model)
- ❖ Provide data review meetings
- ❖ Develop and follow instructional focus maps
- ❖ On Track benchmarks
- ❖ Implement specific strategies (Marzano, Larry Bell, Kagan) for targeted groups
- ❖ Continue flexible groupings for reading block
- ❖ Decrease student teacher ratio in primary grades
- ❖ Provide supplementary reading materials (Time For Kids, Weekly Reader, etc.)
- ❖ Provide class sets/grade level sets of novels
- ❖ Monitor student progress regularly (beginning, mid-year, and end of year)
- ❖ Provide extended learning opportunities (after school tutoring, ESY- Extended School Year, etc. for L.E.P. Levels 1 and 2, and lowest 25%)
- ❖ Utilize resource teachers to support instruction
- ❖ Utilize technology to support reading instruction (Waterford, Reading Counts, FCAT Explorer)
- ❖ Provide Curriculum planning days for teachers to observe, model, and mentor
- ❖ Continue Black Stallion Literacy Program in grades 1 and 4
- ❖ Develop Oral Reading fluency targets for primary grades
- ❖ Use Treasures Intervention Series for targeted groups (L.E.P., Level 1, and ESE)

- ❖ Continue Home School Connection logs for L.E.P., Levels 1 and 2, and lowest 25%)
- ❖ Provide training and resources for instructional aides/paraprofessionals
- ❖ Hire 50% reading coach, pending grant funding and criteria for earning reading coach
- ❖ Continue Instructional Focus Maps for all grades including Art, Music, P.E. and Media
- ❖ Implement S.R.A. Intervention for targeted group
- ❖ Establish grade level/school-wide reading logs (ESY and Lowest Quartile)
- ❖ Purchase additional teacher editions- hiring additional staff-class size reduction
- ❖ Establish grade level and/or individual Reading Counts goals
- ❖ Purchase grade level novels to support basal text
- ❖ Implement Kagan strategies and CRISS strategies
- ❖ Integrate Technology – SMART Boards
- ❖ Integrate curriculum goals with resource teachers
- ❖ Provide additional support for ELL students (translators, parent workshops, home visits)
- ❖ Purchase supplemental materials for new reading series

Parents will be informed of strategies that can be used at home to support reading achievement at the following : Annual PTA Open House, SAC Meetings, Finley Family Night, Parent Workshops, Spring parent Transition Meetings, and during parent/teacher conferences.

Professional development: MacMillan Treasures (newly adopted reading text), Kagan Training, Great Leaps, Dibels, Brain-Based Research, Teaching Reading, S.R.A., Differentiated Instruction

Evaluation:

A variety of diagnostic and assessment materials include: ESI-K, Dibels, Treasures, Great Leaps, SRA, Waterford, and Reading Counts are used to assess and monitor student progress. FCAT and AYP performance standards will be met. Using the FCIM model, benchmark assessments will be completed as follows: baseline assessment (Sept.), Formative 1 (October), and Formative 2 (Jan. 09). Sixty-five percent of the students will score Level 3 or above on the 2009 Reading FCAT.

Evidence-based Program(s):

Dibels, MacMillan Treasures Reading Series, Waterford, Leap Frog, STAR Reading, Reading Counts, Reading Mastery, and Corrective Reading are all research based programs.

Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition

to the 90-minute reading instruction to help student's master skills in which they are efficient.

Finley uses the MacMillan Treasures intervention readers as part of the core reading program. Other intervention programs include Earobics, Corrective Reading, Great Leaps, SRA, Reading Mastery and Waterford. Interventions are provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Intervention also includes additional time for reading instruction, smaller group size, and/or individual tutoring for L.E.P. students and students in the lowest 25%.

Educational software programs include FCAT Explorer, Star Fall, Reading Counts, and Waterford Early Learning. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program.

Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, and above-level reading materials from the MacMillan Treasures series. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and staff: Reading Inservice (Treasures) CRISS, brain based research, accommodations and modifications, teacher mentoring and coaching, effective reading strategies and FCIM. Professional development will be provided by the school and district office. The district will provide a MacMillan consultant for the newly adopted reading series every third Wednesday.

Objective:

Sixty-five percent of L.E.P. Students will score Level 3 or above on the 2009 FCAT Sunshine State Standards or L.E.P. Students will achieve AYP through Safe Harbor by a 10% decrease in the number of students scoring Level 1 and Level 2 on FCAT Reading.

Strategies:

Teachers will develop and implement reading instructional focus maps for the first nine weeks of school. Diagnostic practice tests and other data (STAR Reading scores, FCAT scores, Dibels, etc.) will be used to target instruction,

form remedial and tutorial groups, both during the instructional day and after school.

Reading Strategies

- ❖ Implement Florida Continuous Improvement Model
- ❖ Develop and Implement Instructional Focus Maps
- ❖ Provide benchmark assessments every 3-6 weeks
- ❖ Decrease the student/teacher ratio in all grades during reading instruction by using resource teachers
- ❖ Utilize flexible groupings for reading instruction
- ❖ Frequent assessment of students' progress (such as Dibels, STAR, MacMillan Treasures, etc.)
- ❖ Provide extended learning time (after school tutoring, ESY, etc.)
- ❖ Purchase supplemental reading materials and software for tutoring
- ❖ Utilize technology to support reading instruction (Waterford, Reading Counts, SMART Boards, etc.)
- ❖ Use student planners to communicate with parents daily
- ❖ Utilize paraprofessionals and other volunteers to support reading
- ❖ Purchase parental involvement materials for parent workshops
- ❖ Provide inservice training for paraprofessionals
- ❖ Utilize translators for parent conferences, workshops, etc.
- ❖ Implement Kagan Strategies for student engagement

Evaluation:

A variety of diagnostic and assessment materials include: ESI-K, Dibels, MacMillan Treasures, Great Leaps, STAR Reading, Waterford, and Reading Counts are used to assess and monitor student progress. FCAT and AYP performance standards will be met. FCIM Benchmark Assessments as follows: baseline assessment (Sept.), Formative 1 (October) Formative 2 (Jan. 09). Sixty-five of LEP Students will score Level 3 or above on FCAT Reading.

Evidence-based Program(s):

Dibels, MacMillan Treasures Reading Series, Waterford, Leap Frog, STAR Reading, Reading Counts, Reading Mastery, and Corrective Reading are all research based programs.

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and paraprofessionals: MacMillan Treasures Reading, Kagan, Larry Bell, Marzano Strategies, CRISS, brain based research, accommodations and modifications, teacher mentoring and coaching, and effective reading strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MacMillan Treasures Reading Series Additional basal materials, Reading Mastery	District Lottery Funds Title One	700
		Total: 700

Technology		
Description of Resources	Funding Source	Available Amount
SMART Boards, Treasures, Waterford Early Literacy, Leap Frog, Reading Counts	Grants, Lottery Funds, Title One	10000
		Total: 10000

Professional Development		
Description of Resources	Funding Source	Available Amount
Summer Reading Training, CRISS Strategies, Brain Based Research; Accommodations and Modification, Mentoring, Conferences	Lottery Funds, CREATE funds, Title One, District, Advanced Placement	13000
		Total: 13000

Other		
Description of Resources	Funding Source	Available Amount
After school tutoring, Additional support staff to reduce pupil/teacher ratio and to provide	Title One Funds, PTA, Lottery, Advanced Placement, District,	50000

supplemental support, Curriculum Enhancement, Reading Coach 50%, Resource Teachers to reduce class size, summer workbooks, FCIM Facilitator 40%, etc.	Reading First Grant		
			Total: 50000
			Final Total: 73700

Non-Highly Qualified Instructors: N/A

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All instructors and paraprofessionals are highly qualified and identified as in-field.

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**

Needs Assessment: The 2007-2008 FCAT data indicated 74% of third grade students scored Level 3 or above on the FCAT mathematics. The third grade percentage was 1 percentage point above the district average, and 2 percentage points below the State. Seventy-nine percent of fourth grade students scored Level 3 or above compared to the district and state averages of 68% (district) and 71% (state). The percentage of fifth grade students scoring Level 3 or above was above the district and state. An analysis of Harcourt Trophies, FCAT data, and School Improvement committee's feedback indicated the need to focus on the following: Number sense and operations, written response, problem solving skills, measurement, and data analysis.

2008 FCAT Math % Scoring 3 or above

	School	District	State
3 rd	74	73	76
4 th	79	68	71
5 th	65	61	61

2008 Mean Scale Scores

	School	District	State
3 rd	326	332	333
4 th	340	326	324
5 th	337	335	333

Did all student subgroups meet AYP targets? Yes

Did 50% or more of lower 25% make learning gains? Yes – 70%

Did 50% or more make learning gains? Yes – 69%

Did the percent proficient increase? Yes (83% - 2008 and 81% - 2007)

All students will meet or exceed performance levels in math as measured and determined by state and federal guidelines.

Objective:

Sixty-eight percent (68%) of the total population will score Level 3 or above on the FCAT Mathematics or identifiable subgroups will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT.

Strategies:

All grade levels will develop and implement instructional focus calendars for each nine weeks of school. The instructional focus calendars will be posted in all classrooms including resource and specials (Art, Music, P.E. and Media) utilizing the FCIM (Florida Continuous Improvement Model), On Track benchmark assessments and instructional time-lines will be developed by the staff.

Diagnostic FCAT practice tests will be administered the first three weeks of school. Achievement data from the 2007-2008 data will be reviewed and analyzed by teachers. The data will be used to plan instruction and to form remedial and tutorial groups.

Math Strategies

- ❖ Implement FCIM Model
- ❖ Provide on-going data review meetings (monthly)
- ❖ Develop instructional focus maps
- ❖ Implement On Track benchmark assessments
- ❖ Utilize FCIM facilitator to disaggregate data and share with teams
- ❖ Implement Everyday Calendar Math in Grades K-5
- ❖ Supplement basal text with FCAT support materials (workbooks/software)
- ❖ Implement Kagan Strategies for Math
- ❖ Continue A.I.M.S. (Activities Integrating Math and Science)
- ❖ Utilize S.R.A. Math and Connecting Math Concepts for targeted groups
- ❖ Purchase additional computers and math software to support math

curriculum

- ❖ Purchase additional teacher editions due to an increase in the number of faculty
- ❖ Purchase Literature Connection books for Harcourt Math Series
- ❖ Require ESE teachers and regular education teachers to meet and review student progress and plan instructional strategies and assessments to meet the needs of students with disabilities
- ❖ Utilize computer lab before, during, and after school for Level 1, Level 2, and students in the lowest quartile
- ❖ Provide extended learning opportunities (after school tutoring, ESY, etc) for targeted groups
- ❖ Resource teachers will integrate curriculum goals with reading, math, and writing teachers
- ❖ Continue Math Computation quizzes
- ❖ Continue teaching problem solving strategies
- ❖ Use math journals for extended responses
- ❖ Use technology to support math instruction-hire 50% technology pending PTA budget
- ❖ Provide training/materials for parents and paraprofessionals

Evaluation:

The faculty will use a variety of diagnostic and assessment materials: benchmark assessment, Harcourt assessment, Calendar Math, and Computation quizzes to assess and monitor student progress in math.

Evidence-based Program(s):

Harcourt Basal Mathematics, Great Leaps Math, STAR Math, AIMS, and Everyday Math Counts, On Track benchmark assessment

Professional Development Aligned with this Objective:

Everyday Calendar Math, Kagan, Technology, A.I.M.S., Problem Solving, and Strategies for working with students with Disabilities. The district will provide a math consultant for S.I.N.I. Schools Sept. – Nov. 2008.

Objective:

Sixty-eight percent or higher of African American students will score Level 3 or above on the FCAT Sunshine State Standards math component, or African American students will achieve A.Y.P. through Safe Harbor.

Strategies:

Teachers will review assessment data and identify instructional needs of subgroups. Parent workshops and extended learning opportunities will be used for additional support.

Math Strategies

- ❖ FCIM Facilitator will coordinate after school tutoring and data reviews
- ❖ Implement FCIM – Florida Continuous Improvement Model
- ❖ Implement district pacing guides
- ❖ Administer benchmark assessments every 3-6 weeks
- ❖ Utilize computer lab for before, during, and after school math support
- ❖ Integrate AIMS activities in math and science
- ❖ Provide extended learning opportunities for targeted group (number sense, computation skills, measurement, and word problems)
- ❖ Continue math computation quizzes
- ❖ Continue instruction of problem solving skills and strategies
- ❖ Purchase supplemental math software/materials (Great Leaps Math, Everyday Calendar Math Counts)
- ❖ Use technology to support instruction (FCAT Explorer, Trophies, SMART boards)

Evaluation:

The faculty will use a variety of diagnostic and assessment materials: Harcourt assessment, On Track benchmark assessment, and Calendar Math to assess and monitor student progress in math. Faculty will also monitor student progress in math using the district's Everyday Calendar Math Counts Program. FCIM benchmark assessments will be administered as follows: baseline assessment (Sept.), Formative 1 (October), and Formative 2 (Jan. 09). Sixty-eight percent of the students will score Level 3 or above on FCAT Math.

Evidence-based Program(s):

Harcourt Basal Mathematics, Great Leaps Math, STAR Math, AIMS, and Everyday Calendar Math, On-Track Benchmark Assessments.

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and staff: Math workshops (Everyday Math Counts), brain based research, multi-sensory materials, Kagan, teacher mentoring and coaching, accommodations and modifications, release time and curriculum planning days. The district will provide a math consultant for S.I.N.I. schools (Sept. – Nov. 2008).

Objective:

Sixty-eight percent of Level 1 students and lowest quartile will score Level 3 or above on the FCAT Sunshine State Standards math component.

Strategies:

Math Strategies

- ❖ FCIM Facilitator will coordinate data review meetings and after school tutoring
- ❖ Implement FCIM and district pacing guides
- ❖ Administer benchmark assessments every 3-6 weeks
- ❖ Implement best practices strategies (Marzano, Larry Bell, Understanding Poverty)
- ❖ Use inclusionary models and team teaching practices
- ❖ Implement Kagan strategies
- ❖ Utilize computer lab before, during and after school for math support
- ❖ Integrate AIMS activities in math and science
- ❖ Provide extended learning opportunities for targeted group (Extended School Year) and after school tutoring (Focus: Number sense, computation, measurement, and word problems)
- ❖ Continue math computation quizzes
- ❖ Continue instruction of problem solving skills and strategies
- ❖ Purchase supplemental math software/materials
- ❖ Provide parents with training and materials to support math instruction
- ❖ Implement Everyday Calendar Math Counts (Grades K-5)
- ❖ Use technology to support instruction
- ❖ Use manipulatives and hands-on instruction
- ❖ Use flexible groupings and decrease student teacher ratio

Evaluation:

The faculty will use a variety of diagnostic and assessment materials: Harcourt assessment, benchmark assessment, and STAR Math to assess and monitor student progress in math. FCIM Benchmark assessments as follows: baseline assessment (Sept.), Formative 1 (October), Formative 2 (Jan. 09). Sixty-eight percent of the students will score Level 3 or above on FCAT Math.

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and staff: Math workshops (Everyday Math Counts), brain based research, AIMS Workshops, teacher mentoring and coaching, accommodations and modifications, release time and curriculum planning days. The district will provide a math consultant for S.I.N.I. schools (Sept. – Nov. 2008).

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Harcourt Math series Everyday Math Counts, Additional basal materials, Everyday Calendar Math	District, Title One, Lottery Funds, Advanced Placement Funds	5500	
			Total: 5500

Technology

Description of Resources	Funding Source	Available Amount	
STAR Math	Lottery Funds	0	
			Total: 0

Professional Development

Description of Resources	Funding Source	Available Amount	
Brain Based Research; Conferences; Technology; AIMS training, Curriculum Planning Days, F.C.I.M.	Lottery Funds, Advanced Placement Funds, Title One Funds	2000	
			Total: 2000

Other

Description of Resources	Funding Source	Available Amount	
After School Tutoring, Support materials and staff, Curriculum Enhancement Resource Teacher to reduce class size	Lottery Funds, Title One Funds, PTA, Advanced Placement Funds	25200	

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

N/A

End of Mathematics Goal**Goal: Writing**

***Note: Required for Title I**

Needs Assessment: Ninety-eight percent of fourth grade students achieved high standards in writing. The 2007-2008 FCAT data indicated that 84% of fourth grade students scored 3.5 or above on the narrative prompt. Eighty-four percent of fourth grade students scored 3.5 or above on the expository prompt. The cumulative average for both prompts was 84% with an average mean score of 4.0 which was the same as the statewide average of 4.0 Finley's scores were above the district () and state (77%) averages.

Did the percent proficient increase? Yes

Fourth grade students will meet or exceed performance levels in writing as measured by Florida Writes.

Objective:

The percentage of students scoring 3.5 or higher will increase/improve by 1% as measured by the FCAT Writing test or 90% will score 3.0 or higher on the Florida Writes

Strategies:

- ❖ Provide Kathy Robinson writing training to 3rd and 4th grade teachers
- ❖ Utilize 4 block writing strategy for primary grades
- ❖ Purchase Scholastic Storyworks magazine to supplement writing and reading
- ❖ Purchase additional laptops to use with projectors
- ❖ Continue to implement school-wide narrative and expository plan (K-5)
- ❖ Encourage and support authentic student writing (student newspaper,

- ❖ journals, etc.)
- ❖ Use technology to support writing: science projects, research papers, reports, etc.
- ❖ Utilize resource teachers to support writing instruction
- ❖ Writing teacher will meet with the CRT and principal quarterly for progress monitoring
- ❖ Provide Extended Learning Opportunities: After School Tutoring, ESY-Summer School
- ❖ District will provide scoring and rubric training for teachers 4 times per year
- ❖ Teachers will develop rubrics and score anchor papers

Evaluation:

Grade level teachers will holistically score writing prompts quarterly using grade specific rubrics. FCAT writing scores will meet or exceed state achievement level (3.5).

Evidence-based Program(s):

MacMillan Treasures Language series, Power Writing, CRISS strategies, and Kathy Robinson.

Professional Development Aligned with this Objective:

Faculty will be provided opportunities to participate in professional development:

- ❖ Kathy Robinson
- ❖ Bag Ladies
- ❖ Writing Workshops
- ❖ CRISS Strategies
- ❖ Kagan Strategies
- ❖ Training for Working with Students with Disabilities Student

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MacMillan Treasures Language Power Writing, CRISS	Lottery Funds	1000

Strategies, Kathy Robinson			
			Total:1000
Technology			
Description of Resources	Funding Source	Available Amount	
SMART Boards	Title One, Lottery, Advanced Placement Funds, Grants	2000	
			Total: 2000
Professional Development			
Description of Resources	Funding Source	Available Amount	
Bag Ladies Activities, CRISS, Brain Gym, Accommodations	Lottery Funds, Advanced Placement Funds, Title One	2500	
			Total:2500
Other			
Description of Resources	Funding Source	Available Amount	
After School Tutoring, Stipends, Support Materials, Resource Teachers to reduce class size	Title One Funds	24000	
			Total: 2400
			Final Total: 28500

End of Writing Goal

Goal: Science

***Note: Required for Title I**

Needs Assessment: The mean scale score for science was 306, compared to the 2007 mean scale score of 299. Forty-three percent of the fifth grade students scored Level 3 and above compared to the district score (47) and state average of (43). Finley's science scores were 4 percentage points below the district. The Florida School Grades report indicates 61% met high standards in Science.

All fifth grade students will meet or exceed performance levels in science as measured and determined by state and federal guidelines.

Objective:

The percentage of fifth grade students scoring level 3 or above will be at or above the district or state percentage for the 2008-2009 school year or fifth grade students science scores will increase by 1%.

Strategies:

- ❖ Integrate A.I.M.S. activities in grades K-5
- ❖ Utilize community guest speakers, parents, and volunteers to support science units
- ❖ Use technology and computer lab to support Science goals
- ❖ Require science projects (Individual/class) for all grade levels
- ❖ Use Intervention Readers in the regular classroom for mainstreamed students
- ❖ Assign volunteer to organize science materials for grades 2-5
- ❖ Purchase storage units to organize and store science materials
- ❖ Purchase additional teacher editions, FCAT workbooks, and science manipulatives

Evaluation:

The faculty will use a variety of assessments including the Harcourt basal science tests, teacher observations, student demonstrations, and individual or group projects/research papers. Title One parent involvement logs will also be tabulated and reviewed.

Evidence-based Program(s):

Harcourt Science Basal: AIMS

Professional Development Aligned with this Objective:

A.I.M.S., Technology, Hands-On Science, Technology Integration, Strategies for working with Students with Disabilities

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Harcourt Basal Science Text, A.I.M.S.	District	0	
			Total: 0
Technology			
Description of Resources	Funding Source	Available Amount	
			Total: 0
Professional Development			
Description of Resources	Funding Source	Available Amount	
A.I.M.S. Training, Brain Based Research, Curriculum Development	Title One Funds, Lottery Funds, CREATE Funds	1000	
			Total: 1000
Other			
Description of Resources	Funding Source	Available Amount	
Supplies and Materials	Lottery Finds, Advanced Placement Funds, PTA	1500	
			Total: 1500
			Final Total: 2500

Non-Highly Qualified Instructors:

N/A

End of Science Goal

Goal: Parent Involvement

***Note: Required for Title I**

Needs Assessment: Approximately 238 out of 440 parents returned the 2007-2008 Parent Climate Survey. Overall, parents responded favorably to the survey. Ninety-five percent of the respondents feel the school encourages the children to develop literacy skills and life-long learning habits. The survey also indicates:

- ❖ 91% percent of the respondents attended at least one parent workshop or conference
- ❖ 89% percent volunteered in their child’s classroom
- ❖ Written responses from parents indicated parents wish to see the school cafeteria offer more choices for promoting healthy eating habits; the staff promotes and encourages healthy living habits and activities, and provides more hands-on activities in math, science and technology.

To increase parental involvement by finding innovative ways to involve all parents in the education of their children.

Objective:

Parents will learn how to use specific reading and math strategies to help their children achieve success in reading and math.

Strategies:

The school will:

- ❖ Continue to send home the No Child Left Behind Acknowledgement form and parent compact
- ❖ Utilize multiple strategies to communicate with parents:
 - Monday Yellow Folders
 - Teacher weekly/monthly newsletters
 - Finley Flyer school newsletter
 - Student Planners (grades 2-5)
 - Daily/weekly communication logs
 - School sign
 - Phone home messages
 - Information bulletin board
 - Finley Web Site
 - Parent workshops (reading and math strategies)
 - Transition Meetings
 - PTA/SAC meetings
 - Home Visits
- ❖ Provide opportunities for parents to be partners in education such as:
 - Volunteering in the classroom
 - Attending parent conferences/workshops

Participating in school-wide activities and special events
Using the parent section of the Media Center
Chaperoning Field trips

- ❖ Schedule conferences at alternate times to accommodate parents
- ❖ Provide information to parents in multiple languages
- ❖ Provide transportation and free childcare for special meetings and events
- ❖ Encourage parents feedback through various media
- ❖ Continue purchasing parental involvement materials to support home school connection (student planners, summer activity books, math manipulatives and materials, fiction and nonfiction books)
- ❖ Explore ways to hire a family liaison to support students and families
- ❖ Form a list of parents, volunteers, and community members to support ESOL families
- ❖ Schedule new parent orientations in October and January/February to provide school-based information, answer questions, and meet the student support services team
- ❖ Compile a list of parents interested in tutoring math/reading and forward to teams
- ❖ Provide school-based training for parent tutors (Reading Coach, C.R.T., and experienced parent tutors will coordinate training)

Evaluation:

Climate Surveys, parent evaluation forms, end of year reports, volunteer logs, etc.

Evidence-based Program(s):

MacMillan Reading Series, Harcourt Math, FCAT Explorer, Calendar Math, A.I.M.S.

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers: strategies for increasing parental involvement; NCLB parent involvement requirements and strategies for parents; Title One support materials and strategies and strategies to help parents teach reading and use math manipulatives to reinforce math skills and concepts.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Reading Readiness Materials, Math Manipulatives, A.I.M.S.	Title One Funds	500
		Total: 500

Technology		
Description of Resources	Funding Source	Available Amount
Parent Workshops, Harcourt Trophies On-line Web Site; E-mail: Web Site	Title One Funds	1000
		Total: 1000

Professional Development		
Description of Resources	Funding Source	Available Amount
SAC Training, PTA	Title One Funds	500
		Total: 500

Other		
Description of Resources	Funding Source	Available Amount
Student Organization Materials: handbooks, post cards for Open House, Home School Connection materials, Student Planners, Finley Flyer Newsletter	Title One, PTA, Lottery, Advanced Placement Funds	2300
		Total: 2300

Final Total: 4300

[End of Parent Involvement Goal](#)

Goal: Return on Investment

Note: Please contact your district finance office for assistance with this goal.

Note: Required for Title I

Goal Statement: Our school will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment:

Our school's percentile ranking is currently at 49%.

Objective:

Our school's ROI percentile ranking will increase to 55%.

Strategies:

Strategies to improve annual learning gains:

- ❖ Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff
- ❖ Identify lowest quartile students early and provide additional assistance (extending learning opportunities, small groups, tutorials, and progress monitors)
- ❖ Provide strategies to parents for their student's academic improvement (parent workshops, trainings)
- ❖ Continue to provide high quality teacher professional development and monitor its implementation
- ❖ Implement Florida Continuous Improvement Model

Strategies to lower the cost per weighted full time equivalent (FTE) student:

- ❖ Reallocate school resources to better implement teaching, learning, and class-size mandates
- ❖ Purchase evidence-based materials and use them effectively
- ❖ Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Parent Involvement Guides
- ❖ Utilize school and district in-service training

Evaluation:

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

End of Return on Investment Goal

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

Measures Being Taken to Comply with SAC Requirement

The district requires each school to submit a SAC composition which represents all stakeholders. The school recruits new members by using the nomination and election process. Parents and community members are made aware of vacancies through newsletters, personal contacts, and other school-related events.

SAC Membership Roster

List of Members

Member Name	Position
Donna Jones	Principal
Sasha Abreu	Teacher
Jan Merritt	Teacher
Brooke Langston	Teacher
Natasha Bowie	Parent
Michael Gamble	Parent
Deborah Stallworth	Parent
Quinten Eyman	Parent
Pablo Pinedo	Parent
Vivian Duncan	Career Service
Jeanne Davis	Other Citizen
Mable Emmanuel	Other Citizen
Leonardo Villalon	Other Citizen

SAC Involvement

Describe the activities of the School Advisory Council.

The School Advisory Council is comprised of 13 members representing parents, teachers, career service, and community members. The Council meets regularly to provide input in the planning, implementation, and evaluation of the School Improvement Plan. Funds from Lottery, Advanced Placement, and Title I support core curriculum materials, after-school tutoring, and professional development.

FINAL BUDGET (Insert Rows as Needed)

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading, Math, Writing, Science	MacMillan, Calendar Math, Kathy Robinson, Brain Gym, Kagan	Title One, District, P.T.A., Lottery, Advanced Placement, Grants	8,200
			Total: 8,200
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading, Math, Writing Science	SMART Boards, Laptops, Mobile Lab, Computers, Web-Site	Title One, Grants, P.T.A., Lottery, Advanced Placement	12,000
			Total: 12,000
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
F.C.I.M.	MacMillan Reading, Kagan, F.C.I.M., Benchmark Training, Kathy Robinson, Brain Gym, CRISS, A.I.M.S.	Title One, Grants, P.T.A., Lottery Advanced Placement	17,000
			Total: 17,000
Other			
Goal	Description of Resources	Funding Source	Available Amount
Intensive and Small Group Instruction	Resource Teachers, Reading Coach, F.C.I.M. Facilitator, Tech Teacher (Part time), Paraprofessionals, Tutoring, Science Supplies, Manipulatives, etc.	Title One, P.T.A., Title Two Grant, District	78,900

Parental Involvement	School Planners, Home-School Connection, Finley Flyer Newsletters, Parent Workshops	Title One, P.T.A., Lottery	2,300
			Total: 81,200
			Final Total: 118,400

IMPLEMENTATION EVALUATION

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

The Support Team, team leaders, CRT, Reading Coach, and F.C.I.M. Facilitator will be responsible for assisting teachers with implementation of the School Improvement Plan and the F.C.I.M. model. The team will schedule monthly curriculum-based meetings to monitor student progress and implementation of the plan. The faculty will receive inservice training and submit mid-year and end of the year reports on the status of implementation of the S.I.P. plan.