

# Joseph Finegan Elementary School



# 2015-16 School Improvement Plan

## Joseph Finegan Elementary School

555 WONDERWOOD DR, Atlantic Beach, FL 32233

<http://www.duvalschools.org/finegan>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	32%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

*\*Preliminary 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 Duval County School Board on 12/7/2015.

### 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To provide a positive, safe learning environment and educational excellence in every classroom, for every student, every day.

##### **Provide the school's vision statement**

Every student is inspired and prepared for success in Middle School and life.

#### School Environment

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

During pre-planning an orientation is held by all grade levels to introduce students and parents to their teachers, guidance counselor, and Military and Family Life Counselors (MFLC). During the first week of school, teachers present classroom and school expectations. Teachers work as a team to develop consistent grade level rituals, routines, and expectations. Open House is held within the first 2 weeks of school to allow parents and teachers to share the curriculum and expectations for the upcoming year. Student-led conferences will be used as a vehicle for students to share their goals, targets and progress with their parents.

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

Finegan, with the help of staff members, has developed a Safe Schools Plan that outlines in detail our safety and emergency procedures. In the first week of school, grade-level specific assemblies are conducted for each grade level to review the district's Code of Student Conduct. The school's morning show, WFIN, is used during the first two weeks of school to review safety procedures for all common areas. Teachers, in turn, practice these procedures with their students during this time frame. Specific staff members are involved in providing supervision before and after school. Key staff personnel have radios to enhance communications during student arrival and departures. Additionally, all staff members have been provided with Safety Clipboards that house classroom rosters, Code Red procedures, and parent contact information. These clipboards travel with teachers at all times. Monthly Code Red/Yellow and Fire drills are conducted to ensure all students and faculty know the proper sheltering and evacuation procedures and can operate at a level of automaticity. We've also implemented a student wellness piece involving the "highlighting of monthly character traits" on WFIN. This program not only reminds our students of the character trait's meaning, but also reinforces to students their ability to be a "H.E.R.O. Helpful, Encouraging, Responsible and Outstanding." This also creates a direct connection to our school's mission, "There's a H.E.R.O in everyone" and directly impacts and positively influences Finegan's climate and culture by increasing students confidence and ownership of their behavior. This will be measured by our 2015-2016 Gallup Survey.

##### **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**

The Positive Behavior and Intervention Support (PBIS) document outlines the school's school-wide behavior system. At Finegan we believe in giving each child the tools to succeed in life. We use teaching, modeling, and other appropriate strategies to maintain the positive behaviors necessary to ensure a safe, orderly, and productive learning environment. Teachers have been trained in the use of CHAMPs and strive to maintain a 5:1 ratio of interaction with students.

**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**

The school counselor works with students both through classroom guidance, in small group and one-on-one interactions. She is also involved in the behavior support aspect of the school discipline process. Additionally, since almost 80% of Finegan's students are from military families, the school has two Military and Family Life Counselors (MFLC) to address the unique challenges faced by those families. Sponsored by the Department of Defense, the program offers private and confidential non-medical counseling to Service members' families, children and staff. Finegan has also developed a relationship with Communities in Schools and Big Brothers Big Sisters to provide mentors for students who are struggling either academically or behaviorally. Through the work of the Educational Liaison at Naval Station Mayport, the school has been granted funds that will provide for the development of our Family Resource Center allowing our military families to stay in touch with deployed member via specialized technology.

**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).

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

Attendance is monitored by the records clerk via FOCUS and Attendance Intervention Team (AIT) meetings are set up as needed, based on district guidelines.

At the first sign of any behavior issue, Finegan employs a positive behavior system that analyzes the root causes and uses resources to avert behavior that impairs learning to include partnering with parents, teachers, counselors, MFLC, and Communities in Schools.

As per the Student Progression Plan, when a student grade falls below a "C", written notification is sent home to inform parents of students academic struggles. This notification will act as an early warning indicator of declining performance.

Each month faculty meetings are being used as times for grade level data chats. The district's new data management system, Performance Matters, will be used by teachers to analyze trends in student performance and to identify the next instructional steps for all groups.

\*\*\*\*\*Criteria is still being researched in order to determine which students in are being placed in our after school tutoring program that will be held twice per week.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level		Total
	K	2	
Attendance below 90 percent	1	0	1
One or more suspensions	1	1	2
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Those students identified through the early warning system as requiring additional academic assistance will be invited to participate in:

- Before/After school tutoring
- Before school Grade Level tutoring
- Increased i-Ready online lessons (math and/or reading)
- Academic classroom centers that are differentiated based on data
- RTI Meetings
- Implementation of Student-Led Conferences (students track data, set targets and implement action steps)

**Family and Community Involvement**

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).

**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).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

The school uses several media venues to keep parents informed about the school, its mission and work: school's and teachers' websites, weekly messages sent out by the district's School Messenger system, monthly parent newsletters, and the district's Grade Portal. The school has also created a resource room for parents (Finegan Family Resource Center) where parents can come together to work on projects, meet, and have access to computers. This room will also serve as a source of support for our military families. The room will be equipped with books and resources for families experiencing deployment and will house the technology allowing students to Skype with deployed parents. The school will also be providing monthly Parent Academies that will help parents understand our work and how to effectively support their children. Our school's PTA has several websites that it uses to keep parents informed and to invite them to participate in school functions. Additionally, a parent kiosk has been set up in the main office for parents to access district websites as needed.

**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**

To build community relationships at the school, we have a parent designated to work with administration in seeking out business partnerships. Once joined, partnerships are recognized on our school's website, monthly newsletters and in our yearbook. Members of the community have also been selected by the principal to serve on the School's Advisory Council. Current business partners include: Palms

Presbyterian, Jacksonville Beaches' Women's Club, Chick-fil-A, Chili's, Communities in Schools, Big Brothers - Big Sisters, and Comfort Crews and Pawsitive Pets  
In addition, Finegan hosts a variety of events geared towards building and sustaining partnerships with the community, such as, but not limited to:

- Orientation - Community stake holders meet and greet the families and provide an glimpse of the services they offer to our school and students.
- Open House
- Monthly "Coffee With the Principal"
- Weekly Silver Anchor awards
- Monthly Flag raising ceremony with Golden Anchor Awards
- Monthly PTA Spirit Nights involving community businesses supporting Finegan Elementary
- Art Splash - Student art work is displayed for parents/community stake holders to view.
- Reading Night
- Spring PTA Carnival

## 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).

### School Leadership Team

#### Membership:

Name	Title
Brown, Shameka	Principal
Chung, Rae	Instructional Coach
Davis, Donna	Guidance Counselor
Beale-Collier, Jennifer	Assistant Principal

#### Duties

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

Shameka Brown: responsible for Instructional and Cultural Levers within the school and oversees School Operations; monitors instruction with regularly scheduled walk throughs and using the informal and formal components of the district's CAST system (based on the work Charlotte Danielson); leads and assists in coordinating and facilitating professional development for the staff, including job-embedded PD; serves as a member of the school's Shared Decision Making Team and the School Advisory Council

Jennifer Beale-Collier: responsible for Instructional Levers and student discipline; serves as the Testing Coordinator and Instructional Materials Manager; monitors instruction with regularly scheduled walk throughs and using the informal and formal components of the district's CAST system; serves as a consultant for the School Advisory Council

Rae Chung: serves as the school's Instructional Coach; coordinates and facilitates professional development; provides a matrix of support for teachers in their professional growth; serves as the school's Professional Development Facilitator; monitors and provides tier support for overage students; serves as a member of the School Advisory Council

Donna Davis: serves as the school's Guidance Counselor; provides classroom guidance and behavior support for struggling students; oversees the MRT and Rtl meetings; monitors instructional support for ESE students using the district's SEAS program

***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**

The school based Multi-Tiered Support System (MTSS) Team meets monthly to engage in school-wide problem solving. Facilitated by Donna Davis, our Guidance Counselor, the team will engage in the following activities:

1. Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
2. Identify professional development needs and MTSS resources.
3. Review universal screening data and link to instructional decisions.
4. Review progress monitoring data
5. Monitor MTSS activities conducted by the collaborative teacher to assure sound problem-solving and fidelity of intervention implementation.
6. Based on data and discussions the team will identify students in need of academic and/or behavioral support. An intervention plan will be developed which identifies specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the plan is implemented with fidelity. Jennifer Beale-Collier, the school's Assistant Principal, serves as the Instructional Materials Manager and, as such, oversees the inventory and assignments of instructional resources. Supplemental Academic Instruction(SAI) funds will be used for after school remediation and enrichment for identified subgroup not meeting expectations, and those exceeding expectations.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Shameka Brown	Principal
Judy Cromartie (Chairperson)	Business/Community
Jennifer VanHoose	Teacher
Roy Fallon	Business/Community
Ruthanne Wing	Business/Community
Linda Miller	Education Support Employee
Sharon Kasica	Business/Community
Catherine Hardnett	Parent
Laura Simpson	Parent
Mark Yendes	Parent
Rae Chung	Education Support Employee

#### Duties

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

#### *Evaluation of last year's school improvement plan*

Certain SAC members are members of School Improvement Plan teams that assist in the evaluation of the School Improvement Plan. At the mid-year point and the last meeting of the year, the plan is presented to SAC for final review (what worked, what is working and should be maintained, and next steps).

*Development of this school improvement plan*

SAC reviewed testing results from 2015 and will be provided the goals for this coming year; the SAC team will be invited to make suggestions for strategies and implementation.

*Preparation of the school's annual budget and plan*

The SAC team works closely with the Leadership Team in identifying the needs of the school based on the strategies outlined in the School Improvement Plan.

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

SAC authorized the use of \$2088.50 for the renewal subscription of Accelerated Reader and for the first semester cost of the Reflex Site License (\$1275.00) for supporting students in math fact fluency.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Beale-Collier, Jennifer	Assistant Principal
Chung, Rae	Instructional Coach
Bemoll, Lezley	Teacher, K-12
Pridgen, Miranda	Teacher, K-12
VanHoose, Jennifer	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

- \* Provide training and support for the implementation of the district's Vision for the Implementation of ELA Standards
- \* Use Performance Matters to track progress of students
- \* Provide support for the use of Achieve 3000, and i-Ready Reading
- \* Plan Literacy Parent Nights to help parents work successfully at home with their children
- \*\*\*\*\* Implement the Pawsitive Pets program for struggling students in grades 2, 3 and 4
- \*\*\*\*\* Implement DCPS' Literacy Week initiative by hosting Finegan's Literacy Week from Oct. 26th - Oct. 29th.

**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).

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

The school's resource schedule was developed to ensure that all grade levels have common planning time. Additionally, monthly faculty meetings have been established for both grade level and content level planning and review of student performance data as well as administrative common planning which is

designed to assist teachers in their understanding and implementation of the districts new elementary curriculum, "Duval Math and Duval Reading". National School Reform Faculty protocols will be used at trainings throughout the year, including Pre-Planning, to foster deeper understanding and develop stronger relationships among faculty and staff. \*\*\*Additionally, each grade level will take a turn in sponsoring informal monthly gatherings for the staff. Finally, job-embedded professional development will afford teachers the opportunities to work with and learn from each other.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Provide mentors for all beginning teachers in accordance with the district's MINT program
2. Ongoing beginning teacher meetings with the school's Instructional Coach/Professional Development Facilitator
3. Ongoing differentiated training and coaching for all teachers
4. Job-embedded professional development opportunities are being established
5. Provide opportunities for teachers to visit model classrooms
6. An interviewing rubric has been established for instructional positions and grade level teacher teams participate in the interviewing and hiring of new teachers.
7. School participates in the internship program with area colleges and universities; this affords us the opportunity to observe and groom perspective future candidates

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

All beginning teachers are given a mentor either on the same grade level or content area. The mentors assist the new hires in completing the requirements of the MINT Program (district's new teacher program). MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- Professional Development Facilitator (PDF) monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- Job-embedded professional development opportunities within school setting

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district's curriculum and instruction department has adopted a new curriculum this school year that is aligned with the Florida standards. Duval Reads and Duval Math. This department is also responsible for ordering and providing schools with the needed resources for implementation of the Florida Standards. Ongoing walk throughs assist the Leadership Team in ensuring that there is alignment with curriculum, instruction and assessment.

#### **Instructional Strategies**

***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***

In addition to teacher made assessments, the district has provided assessments aligned to the curriculum guides to determine student progress. The results of these data are housed in the district's data system Performance Matters. To date, all teachers have been trained in the use of this program and use the information to determine instructional needs by standards. Monthly faculty meetings have been established for teachers to have conversations about the data and to determine instructional next steps for individuals, groups of students and the class as a whole. Concurrently, the Leadership Team uses meeting times to review the progress of students by grade and class levels. After school tutoring has been established to meet the needs of students struggling with reading and mathematics in grades 3, 4 and 5. Additionally, our Instructional Coach will be working with students who are one to two years behind.

In classrooms, differentiated centers are established to meet the individual needs of students; they provide remediation, practice and enrichment based on student performance data. Students who consistently struggle are referred to the Rtl Team for analysis and planning of the needed tier support.

***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:** After School Program

**Minutes added to school year:** 8,280

After school tutoring for the bottom quartile students in grades 3, 4 and 5. Students will meet before or after school for two hours per week for 11 weeks.

***Strategy Rationale***

Based on 2015 school I-Ready Math and Reading and Achieve 3000 data, these students were identified as needing additional support in the area of reading and mathematics.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Chung, Rae, chungr@duvalschools.org

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

i-Ready, Achieve 3000 and Curriculum-based assessment data will be analyzed by the teachers and Instructional Coach to determine the effectiveness of the tutoring.

**Student Transition and Readiness**

**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).

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

Staff administer and use curriculum guide assessments, teacher observations, teacher made checklists and FLKRS data to determine level of student readiness for given grade levels. The school also partners with ChildFind and other local agencies. Grade level orientations and Open House are used as vehicles to provide parents with expectations for the coming year.

The Guidance Counselor from the local middle school meets with all 5th grade students to help them

understand the transition, expectations at the secondary level, and to help them plan their courses for the following year. Additionally, the middle school provides a week-long transition camp prior to the beginning of the new year.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Finegan is an elementary school.

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

Finegan is an elementary school.

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

Finegan is an elementary school.

***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***

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement a character trait program (Silver and Golden Anchor Awards) to highlight students who exhibit the positive character traits weekly and monthly on WFIN and during Flag Raising Ceremonies then we will increase students' personal accountability in exhibiting character traits which will positively impact the climate and culture of our school.
- G2.** If Kindergarten through Fifth grade teachers will provide students with the opportunity to think, talk, and write about science concepts learned and practiced in weekly investigation labs then we will increase the average of students meeting proficiency for Science (as measured by the 2016 Science FCAT 2.0).
- G3.** If 2nd grade teachers effectively implement differentiated centers allowing students to work on skill-based tasks during the instructional reading and math block that are aligned with their I-Ready data then all students including students with disabilities will meet their yearly gains in I-Ready.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we implement a character trait program (Silver and Golden Anchor Awards) to highlight students who exhibit the positive character traits weekly and monthly on WFIN and during Flag Raising Ceremonies then we will increase students' personal accountability in exhibiting character traits which will positively impact the climate and culture of our school. 1a

G071887

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Student	60.0

**Resources Available to Support the Goal** 2

- Personal donations

**Targeted Barriers to Achieving the Goal** 3

- Currently, this program is in jeopardy of possibly fading out due to lack of consistent, guaranteed annual funding.

**Plan to Monitor Progress Toward G1.** 8

Students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.

**Person Responsible**

Shameka Brown

**Schedule**

Monthly, from 11/6/2015 to 5/27/2016

**Evidence of Completion**

An overall increase in students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.

**G2.** If Kindergarten through Fifth grade teachers will provide students with the opportunity to think, talk, and write about science concepts learned and practiced in weekly investigation labs then we will increase the average of students meeting proficiency for Science (as measured by the 2016 Science FCAT 2.0). 1a

G071888

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

**Resources Available to Support the Goal** 2

- Science Journals
- Gizmos
- Hands on Scientific Labs
- Student laptops to access Achieve 3000

**Targeted Barriers to Achieving the Goal** 3

- Students do not consistently transfer their learning from science lab investigations to written form to demonstrate their understanding of science concepts.

**Plan to Monitor Progress Toward G2.** 8

Classroom walkthrough and feedback data

**Person Responsible**

Shameka Brown

**Schedule**

Biweekly, from 10/26/2015 to 5/27/2016

**Evidence of Completion**

Observation of students' journal entry, grades and teacher feedback.

**G3.** If 2nd grade teachers effectively implement differentiated centers allowing students to work on skill-based tasks during the instructional reading and math block that are aligned with their I-Ready data then all students including students with disabilities will meet their yearly gains in I-Ready. 1a

 G071889

**Targets Supported** 1b

Indicator	Annual Target
Math Gains District Assessment	30.0
ELA/Reading Gains District Assessment	39.0

**Resources Available to Support the Goal** 2

- Instructional Coach
- I-Ready
- ESE Support Facilitation
- Parent Academy
- Admin. Common Planning (bi-weekly)

**Targeted Barriers to Achieving the Goal** 3

- Teachers' knowledge of the implementation of differentiated center rotations based on students' needs.

**Plan to Monitor Progress Toward G3.** 8

Review of student trend data in mathematics and reading in I-Ready.

**Person Responsible**

Shameka Brown

**Schedule**

Every 2 Months, from 10/22/2014 to 5/29/2015

**Evidence of Completion**

Students will meet the annual target for learning gains in I-Ready.

## 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.** If we implement a character trait program (Silver and Golden Anchor Awards) to highlight students who exhibit the positive character traits weekly and monthly on WFIN and during Flag Raising Ceremonies then we will increase students' personal accountability in exhibiting character traits which will positively impact the climate and culture of our school. **1**

 **G071887**

**G1.B1** Currently, this program is in jeopardy of possibly fading out due to lack of consistent, guaranteed annual funding. **2**

 **B187456**

**G1.B1.S1** Establish a consistent funding source to subsidize Silver and Golden Anchor Awards annually.

**4**

 **S198949**

### Strategy Rationale

Currently, the character trait program is funded by sporadic personal donations.

### Action Step 1 **5**

Utilize School Improvement Funds to purchase Silver and Golden Anchor Awards annually.

#### Person Responsible

Shameka Brown

#### Schedule

Monthly, from 11/2/2015 to 6/3/2016

#### Evidence of Completion

Approval of purchase per SAC minutes.

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

Tracking of school climate and culture as evidenced by the 2016 administration of the Gallup Survey.

**Person Responsible**

Shameka Brown

**Schedule**

Semiannually, from 10/30/2015 to 3/31/2016

**Evidence of Completion**

The Gallup Survey will show growth in the area of students' wellness.

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

Improvement in students' attitude towards school climate and culture.

**Person Responsible**

Shameka Brown

**Schedule**

Monthly, from 11/6/2015 to 5/27/2016

**Evidence of Completion**

Students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.


**G2.** If Kindergarten through Fifth grade teachers will provide students with the opportunity to think, talk, and write about science concepts learned and practiced in weekly investigation labs then we will increase the average of students meeting proficiency for Science (as measured by the 2016 Science FCAT 2.0). 1

 G071888

**G2.B1** Students do not consistently transfer their learning from science lab investigations to written form to demonstrate their understanding of science concepts. 2

 B187457

**G2.B1.S1** Students will think, talk, and write about science concepts learned and practiced in weekly investigation labs. 4

 S198950

### Strategy Rationale

By incorporating thinking, speaking, listening and writing students are more likely to retain information learned from investigation labs. Currently, students are successful in completing investigation labs but, learning is not evident in assessment results.

### Action Step 1 5

Students will provide a minimum of 1 journal entry per week.

#### Person Responsible

Shameka Brown

#### Schedule

Biweekly, from 10/26/2015 to 5/27/2016

#### Evidence of Completion

Journal entries and observation of student led discussions.

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

Classroom walkthroughs will be conducted bi-weekly.

#### Person Responsible

Shameka Brown

#### Schedule

Biweekly, from 10/26/2015 to 5/27/2016

#### Evidence of Completion

Classroom walk through forms utilized by administration will track evidence of progression of this goal.

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

Students' writing and discussion will demonstrate their understanding of science concepts.

**Person Responsible**

Shameka Brown

**Schedule**

Biweekly, from 10/26/2015 to 5/27/2016

**Evidence of Completion**

Students' journal entries will have at least two thoughtful and accurate entries.

**G3.** If 2nd grade teachers effectively implement differentiated centers allowing students to work on skill-based tasks during the instructional reading and math block that are aligned with their I-Ready data then all students including students with disabilities will meet their yearly gains in I-Ready. 1

 G071889

**G3.B1** Teachers' knowledge of the implementation of differentiated center rotations based on students' needs. 2

 B187458

**G3.B1.S1** Provide professional development for teachers on how to turn data from I-Ready into Tier 2 instruction and skill-based centers. 4

 S198951

**Strategy Rationale**

Currently, reading and math center tasks are not differentiated according to skill needs based on I-Ready data.

**Action Step 1** 5

Provide an overview of how to access I-Ready data, how to develop skill-based rotational groups and how to identify a focus for teacher-led group.

**Person Responsible**

Shameka Brown

**Schedule**

Monthly, from 8/18/2014 to 5/18/2015

**Evidence of Completion**

The district's differentiated lesson plan will serve as evidence of teachers successfully developing and implementing skill-based tasks for students.

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

Review of lesson plans and student artifacts.

**Person Responsible**

Shameka Brown

**Schedule**

Monthly, from 10/22/2014 to 3/23/2015

**Evidence of Completion**

Review of common planning meeting notes, lesson plans, and self assessments (measured against the state's Item Specification document for mathematics)

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

Review progress of students' I-Ready lessons and center rotation work.

**Person Responsible**

Jennifer Beale-Collier

**Schedule**

Quarterly, from 10/22/2014 to 3/23/2015

**Evidence of Completion**

Diagnostic reports from I-Ready will serve as evidence of students' progress.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Utilize School Improvement Funds to purchase Silver and Golden Anchor Awards annually.	Brown, Shameka	11/2/2015	Approval of purchase per SAC minutes.	6/3/2016 monthly
G2.B1.S1.A1	Students will provide a minimum of 1 journal entry per week.	Brown, Shameka	10/26/2015	Journal entries and observation of student led discussions.	5/27/2016 biweekly
G3.B1.S1.A1	Provide an overview of how to access I-Ready data, how to develop skill-based rotational groups and how to identify a focus for teacher-led group.	Brown, Shameka	8/18/2014	The district's differentiated lesson plan will serve as evidence of teachers successfully developing and implementing skill-based tasks for students.	5/18/2015 monthly
G1.MA1	Students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.	Brown, Shameka	11/6/2015	An overall increase in students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.	5/27/2016 monthly

**Duval - 2471 - Joseph Finegan Elementary School - 2015-16 SIP**  
*Joseph Finegan Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Improvement in students' attitude towards school climate and culture.	Brown, Shameka	11/6/2015	Students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.	5/27/2016 monthly
G1.B1.S1.MA1	Tracking of school climate and culture as evidenced by the 2016 administration of the Gallup Survey.	Brown, Shameka	10/30/2015	The Gallup Survey will show growth in the area of students' wellness.	3/31/2016 semiannually
G2.MA1	Classroom walkthrough and feedback data	Brown, Shameka	10/26/2015	Observation of students' journal entry, grades and teacher feedback.	5/27/2016 biweekly
G2.B1.S1.MA1	Students' writing and discussion will demonstrate their understanding of science concepts.	Brown, Shameka	10/26/2015	Students' journal entries will have at least two thoughtful and accurate entries.	5/27/2016 biweekly
G2.B1.S1.MA1	Classroom walkthroughs will be conducted bi-weekly.	Brown, Shameka	10/26/2015	Classroom walk through forms utilized by administration will track evidence of progression of this goal.	5/27/2016 biweekly
G3.MA1	Review of student trend data in mathematics and reading in I-Ready.	Brown, Shameka	10/22/2014	Students will meet the annual target for learning gains in I-Ready.	5/29/2015 every-2-months
G3.B1.S1.MA1	Review progress of students' I-Ready lessons and center rotation work.	Beale-Collier, Jennifer	10/22/2014	Diagnostic reports from I-Ready will serve as evidence of students' progress.	3/23/2015 quarterly
G3.B1.S1.MA1	Review of lesson plans and student artifacts.	Brown, Shameka	10/22/2014	Review of common planning meeting notes, lesson plans, and self assessments (measured against the state's Item Specification document for mathematics)	3/23/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** If Kindergarten through Fifth grade teachers will provide students with the opportunity to think, talk, and write about science concepts learned and practiced in weekly investigation labs then we will increase the average of students meeting proficiency for Science (as measured by the 2016 Science FCAT 2.0).

**G2.B1** Students do not consistently transfer their learning from science lab investigations to written form to demonstrate their understanding of science concepts.

**G2.B1.S1** Students will think, talk, and write about science concepts learned and practiced in weekly investigation labs.

### PD Opportunity 1

Students will provide a minimum of 1 journal entry per week.

#### Facilitator

District Science Specialist

#### Participants

K-5 Teachers

#### Schedule

Biweekly, from 10/26/2015 to 5/27/2016

**G3.** If 2nd grade teachers effectively implement differentiated centers allowing students to work on skill-based tasks during the instructional reading and math block that are aligned with their I-Ready data then all students including students with disabilities will meet their yearly gains in I-Ready.

**G3.B1** Teachers' knowledge of the implementation of differentiated center rotations based on students' needs.

**G3.B1.S1** Provide professional development for teachers on how to turn data from I-Ready into Tier 2 instruction and skill-based centers.

### PD Opportunity 1

Provide an overview of how to access I-Ready data, how to develop skill-based rotational groups and how to identify a focus for teacher-led group.

#### Facilitator

Shameka Brown

#### Participants

Teachers in grades K-5

#### Schedule

Monthly, from 8/18/2014 to 5/18/2015

### Budget

#### Budget Data

1	G1.B1.S1.A1	Utilize School Improvement Funds to purchase Silver and Golden Anchor Awards annually.				\$1,500.34
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2471 - Joseph Finegan Elementary School	School Improvement Funds		\$1,500.34
			Notes: Silver and Golden Anchor ribbons and shirts			
2	G2.B1.S1.A1	Students will provide a minimum of 1 journal entry per week.				\$0.00
3	G3.B1.S1.A1	Provide an overview of how to access I-Ready data, how to develop skill-based rotational groups and how to identify a focus for teacher-led group.				\$0.00
Total:						\$1,500.34