Anchor Academy

2016-17 Schoolwide Improvement Plan

Anchor Academy

555 WONDERWOOD DR, Atlantic Beach, FL 32233

www.duvalschools.org/anchoracademy

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Anchor Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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, school 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.

b. 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 which outlines in detail, our safety and emergency procedures. In the first week of school, grade-level specific assemblies are conducted for each grade to review the District's Code of Student Conduct. The school's morning show, "WFIN," is also used during the first two weeks of school to review safety procedures for all common areas. Teachers also, 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 "Safety Clipboards" which house, Class lists, Code Red procedures, and students' 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 program 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 their ability to be a "H.E.R.O. Helpful, Encouraging, Responsible and Outstanding." This program reinforces 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 2016-2017 Gallup Survey.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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. Additionally, Restorative Justice is often implemented by both the AP and School Counselor when addressing Class I & II student disciplinary issues.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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. Additionally, as a result of being awarded a DODEA "Anchor Grant," we've received a Mental Health Therapist who will provide private and confidential medical counseling services and support to both our "Military" and "Non-Military" students and their families.

3. Early Warning Systems

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

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

Attendance is monitored by the CRT/Records Clerk via FOCUS and Attendance Intervention Team (A.I.T) meetings are scheduled for identified students (as needed), based on district guidelines.
At the first sign of any behavior issue, Finegan employs a positive behavior system which analyzes the behaviors' root causes and uses various resources and strategies to avert behavior that impairs learning. Such strategies and resources include: Restorative Justice, partnering with parents, teachers, School counselors, MFLC, Mental Health Therapist and Communities in Schools.
Per the Student Progression Plan, when a student's 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 academic performance.
Each month, faculty meetings are 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	10	9	3	6	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	0	0	0	0	0	0	0	0	0	5

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

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

c. 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)
- Small Group Reading Intervention (3rd - 5th students identified in the BQ based on FSA and Baseline data)

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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 and families (Finegan Family Resource Center) to gather, work on projects, meet/talk and have computer access. This room will also serve as a source of support for our military families. The room is equipped with books and resources for families experiencing

deployment and houses technology, that allows students to Skype with their 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 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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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
- Arts Splash - Student art work is displayed for parents/community stake holders to view.
- Fall Arts Festival
- Literacy Night
- Spring PTA Carnival

C. Effective Leadership

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

1. School Leadership Team

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

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

b. Duties

1. 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 RtI meetings; monitors instructional support for ESE students using the district's SEAS program

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shameka Brown	Principal
Jennifer VanHoose	Teacher
Roy Fallon	Business/Community
Ruthanne Wing	Business/Community
Linda Miller	Education Support Employee
Sharon Kasica	Business/Community
Catherine Hardnett	Parent
Rae Chung	Education Support Employee
Misty Vela	Education Support Employee
Lynn Bertram	Business/Community
Dana Carpenter	Parent
Caleigh Maxey	Parent
Sarah Logan	Parent
Geneva Pepe	Parent
Christina Favorite	Parent
	Student

b. Duties

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

a. 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).

b. Development of this school improvement plan

SAC reviewed testing results from 2016 and will be provided the goals for this coming year; the SAC team will be invited to make suggestions for strategies and implementation.

c. 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.

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

Last year for the 2015-2016 school year, the school improvement funds were budgeted for the character trait program to reward students who displayed weekly and monthly character traits.

This year for the 2016-2017 school year, school improvement funds have not been granted.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

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

* 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 effective use of Achieve 3000, and i-Ready Reading to ensure implementation increases students proficency and Lexile levels.
* Plan Parent Literacy 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 in January.

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

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

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 elementary curriculum, "Duval Math and Duval Reads". Job-embedded professional development will afford teachers the opportunities to work with and learn from each other.

2. 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

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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 RtI Team for analysis and planning of the needed tier support.

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

Strategy: 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 2016 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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

b. College and Career Readiness

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

Finegan is an elementary school.

2. 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.

3. 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.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we implement a character trait program, then we will increase students' personal accountability and positively impact the climate and culture of our school.

G2.   If we increase collaboration across grade levels, we will improve teaching and learning in grade K-5.

G3.   If we identify the foundational skills needed and provide systematic interventions for our fourth and fifth grade students in the bottom quartile, we will increase our bottom quartile gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we implement a character trait program, then we will increase students' personal accountability and positively impact the climate and culture of our school. `1a`

🔍 G086591

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	60.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Personal donations

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 10/3/2016 to 5/5/2017

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

G2. If we increase collaboration across grade levels, we will improve teaching and learning in grade K-5.
1a

🔍 G086592

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	72.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers must be willing to participate in collaboration on a consistent basis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Allotted Time during Early Dismissal Days, Teacher Planning Days and Admin Common Planning to collaborate across grade levels about standards and foundational skills needed to support students.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough and feedback data

Person Responsible
Shameka Brown

Schedule
Biweekly, from 11/30/2016 to 5/12/2017

Evidence of Completion
Observation of teachers' instruction and students' grades, assessment data and classroom work.

G3. If we identify the foundational skills needed and provide systematic interventions for our fourth and fifth grade students in the bottom quartile, we will increase our bottom quartile gains. `1a`

🔍 G086593

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Time constraints to meet with students consistently in small group setting in the classroom.

- Additional personnel to provide interventions to three grade levels consistently.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Coach

- I-ready small group lessons for ELA and I-ready Math books for Tier II

- ESE Support Facilitation

- Instructional Paras (part-time)

- Part-Time Interventionist

- Barton for ELA

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 11/30/2016 to 5/12/2017

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, then we will increase students' personal accountability and positively impact the climate and culture of our school. `1`

🔑 G086591

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

🔑 B230130

G1.B1.S1 Establish a consistent funding source to subsidize Silver and Golden Anchor Awards annually. `4`

🔑 S242775

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 10/3/2016 to 5/19/2017

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 10/3/2016 to 5/5/2017

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 10/3/2016 to 5/5/2017

Evidence of Completion

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

G2. If we increase collaboration across grade levels, we will improve teaching and learning in grade K-5. 1

G086592

G2.B1 Teachers must be willing to participate in collaboration on a consistent basis. 2

B230131

G2.B1.S1 Implement Vertical Learning Communities for ELA, Math and Science. 4

S242776

Strategy Rationale

Based on the TNTP data, teachers do not feel they collaborate across grade level.

Action Step 1 5

Teachers will meet to present and breakdown standards across grade levels per content area.

Person Responsible

Shameka Brown

Schedule

Biweekly, from 11/16/2016 to 5/12/2017

Evidence of Completion

Vertical Common Planning notes or minutes

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

VLC surveys to obtain feedback from teachers in order to determine effectiveness of collaboration.

Person Responsible

Shameka Brown

Schedule

Biweekly, from 11/16/2016 to 5/12/2017

Evidence of Completion

Survey results

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

VLC team leaders and leadership team will review the results and provide support as needed

Person Responsible

Shameka Brown

Schedule

Biweekly, from 10/26/2016 to 5/12/2017

Evidence of Completion

Classroom walkthroughs observing the improvement in the rigor of teaching and learning.

G3. If we identify the foundational skills needed and provide systematic interventions for our fourth and fifth grade students in the bottom quartile, we will increase our bottom quartile gains. `1`

🔑 G086593

G3.B1 Time constraints to meet with students consistently in small group setting in the classroom. `2`

🔑 B230132

G3.B1.S1 Provide professional development for teachers on how to use i-Ready to identify foundational skills needed and how to turn data from i-Ready into Tier 2 instruction and skill-based centers. `4`

🔑 S242777

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 10/1/2016 to 5/18/2017

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 students' artifacts.

Person Responsible

Shameka Brown

Schedule

Monthly, from 10/1/2016 to 10/1/2016

Evidence of Completion

Review intervention data to see effectiveness of instruction.

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 10/3/2016 to 5/19/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.MA1 M324829	Review of lesson plans and students' artifacts.	Brown, Shameka	10/1/2016	Review intervention data to see effectiveness of instruction.	10/1/2016 monthly
G1.MA1 M324824	Students' Gallup results will highlight areas of improvement in attitude towards school climate and...	Brown, Shameka	10/3/2016	An overall increase in students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.	5/5/2017 monthly
G1.B1.S1.MA1 M324822	Improvement in students' attitude towards school climate and culture.	Brown, Shameka	10/3/2016	Students' Gallup results will highlight areas of improvement in attitude towards school climate and culture.	5/5/2017 monthly
G1.B1.S1.MA1 M324823	Tracking of school climate and culture as evidenced by the 2016 administration of the Gallup...	Brown, Shameka	10/3/2016	The Gallup Survey will show growth in the area of students' wellness.	5/5/2017 semiannually
G2.MA1 M324827	Classroom walkthrough and feedback data	Brown, Shameka	11/30/2016	Observation of teachers' instruction and students' grades, assessment data and classroom work.	5/12/2017 biweekly
G3.MA1 M324830	Review of student trend data in mathematics and reading in i-Ready.	Brown, Shameka	11/30/2016	Students will meet the annual target for learning gains in i-Ready.	5/12/2017 every-2-months
G2.B1.S1.MA1 M324825	VLC team leaders and leadership team will review the results and provide support as needed	Brown, Shameka	10/26/2016	Classroom walkthroughs observing the improvement in the rigor of teaching and learning.	5/12/2017 biweekly
G2.B1.S1.MA1 M324826	VLC surveys to obtain feedback from teachers in order to determine effectiveness of collaboration.	Brown, Shameka	11/16/2016	Survey results	5/12/2017 biweekly
G2.B1.S1.A1 A314169	Teachers will meet to present and breakdown standards across grade levels per content area.	Brown, Shameka	11/16/2016	Vertical Common Planning notes or minutes	5/12/2017 biweekly
G3.B1.S1.A1 A314170	Provide an overview of how to access I-Ready data, how to develop skill-based rotational groups and...	Brown, Shameka	10/1/2016	The district's differentiated lesson plan will serve as evidence of teachers successfully developing and implementing skill-based tasks for students.	5/18/2017 monthly
G1.B1.S1.A1 A314168	Utilize School Improvement Funds to purchase Silver and Golden Anchor Awards annually.	Brown, Shameka	10/3/2016	Approval of purchase per SAC minutes.	5/19/2017 monthly
G3.B1.S1.MA1 M324828	Review progress of students' I-Ready lessons and center rotation work.	Beale-Collier, Jennifer	10/3/2016	Diagnostic reports from I-Ready will serve as evidence of students' progress.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G2. If we increase collaboration across grade levels, we will improve teaching and learning in grade K-5.

G2.B1 Teachers must be willing to participate in collaboration on a consistent basis.

G2.B1.S1 Implement Vertical Learning Communities for ELA, Math and Science.

PD Opportunity 1

Teachers will meet to present and breakdown standards across grade levels per content area.

Facilitator

VLC Leaders per content area

Participants

K-5 Teachers, Coaches and Administration

Schedule

Biweekly, from 11/16/2016 to 5/12/2017

G3. If we identify the foundational skills needed and provide systematic interventions for our fourth and fifth grade students in the bottom quartile, we will increase our bottom quartile gains.

G3.B1 Time constraints to meet with students consistently in small group setting in the classroom.

G3.B1.S1 Provide professional development for teachers on how to use i-Ready to identify foundational skills needed and 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 10/1/2016 to 5/18/2017

VI. Technical Assistance Items

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