Anchor Academy

2019-20 Schoolwide Improvement Plan

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Anchor Academy

555 WONDERWOOD DR, Atlantic Beach, FL 32233

www.duvalschools.org/anchoracademy

Demographics

Principal: Jennifer Beale

Start Date for this Principal: 8/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: B (55%) 2016-17: A (67%) 2015-16: B (57%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	B

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 to be successful in college, career, and in life.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Connor, Lindsey	Principal	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.
Beale-Collier, Jennifer	Assistant Principal	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.
	School Counselor	Ms. Keith serves as the school's Guidance Counselor; provides classroom guidance and behavior support for struggling students; oversees the MRT, CPST, and AIT meetings; monitors instructional support for ESE students using the District's FOCUS program.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	53	71	62	46	56	0	0	0	0	0	0	0	346
Attendance below 90 percent	0	1	0	1	1	2	0	0	0	0	0	0	0	5
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	7	17	6	0	0	0	0	0	0	0	30
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	11	6	6	6	0	0	0	0	0	0	0	39

The number of students identified as retainees:

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

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

21

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	8	5	7	7	4	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	6	2	0	0	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	27	30	20	15	26	23	0	0	0	0	0	0	0	141

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	11	6	6	11	0	0	0	0	0	0	0	44

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	50%	57%	69%	49%	55%
ELA Learning Gains	56%	56%	58%	72%	56%	57%
ELA Lowest 25th Percentile	35%	50%	53%	77%	54%	52%
Math Achievement	75%	62%	63%	70%	62%	61%
Math Learning Gains	67%	63%	62%	64%	63%	61%
Math Lowest 25th Percentile	43%	52%	51%	48%	54%	51%
Science Achievement	66%	48%	53%	66%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	58 (0)	53 (0)	71 (0)	62 (0)	46 (0)	56 (0)	346 (0)
Attendance below 90 percent	0 ()	1 ()	0 ()	1 ()	1 ()	2 ()	5 (0)
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)	0 (0)	7 (0)	17 (0)	6 (0)	30 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	51%	23%	58%	16%
	2018	81%	50%	31%	57%	24%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	56%	52%	4%	58%	-2%
	2018	60%	49%	11%	56%	4%
Same Grade Comparison		-4%				
Cohort Comparison		-25%				
05	2019	69%	50%	19%	56%	13%
	2018	62%	51%	11%	55%	7%
Same Grade Comparison		7%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	61%	22%	62%	21%
	2018	81%	59%	22%	62%	19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	72%	64%	8%	64%	8%
	2018	65%	60%	5%	62%	3%
Same Grade Comparison		7%				
Cohort Comparison		-9%				
05	2019	66%	57%	9%	60%	6%
	2018	67%	61%	6%	61%	6%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	71%	49%	22%	53%	18%
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	31	30	32	31	30	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	67	61		70	67						
HSP	57	62		83	77						
MUL	50			64							
WHT	72	60	40	75	68	40	65				
FRL	60	39		67	65		56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	48	50		36	35	10	45				
BLK	55	41		73	53						
HSP	81	58		76	67						
MUL	87			67							
WHT	67	54	20	68	60	23	78				
FRL	60	43	21	65	50	15	50				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	50	71	70	52	63						
BLK	53	73	70	55	57						
HSP	81	75		75	67						
MUL	91			91							
WHT	72	68	80	69	62	45	63				
FRL	58	65	75	63	52	27	65				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The data component which showed the lowest performance was our Students with Disabilities. One major contributing factor is that due to our large transient military student population our students who come from out of state, and out of the country do not stay with us from year to year. Thus their knowledge isn't maintained, and their scores often don't get counted.

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

The data component which showed the greatest decline from the prior year was our FRL Population. The factors that contributed to this decline were inconsistent reading intervention, lack of transportation prevented students from receiving academic support in the form of After School Tutoring. Loss of instructional time due to low numbers school-wide, therefore having to adjust our schedule to accommodate, 3-Way Grade Level Splits.

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

The data component that had the greatest gap when compared to the state average was our Students with Disabilities Population in the area of Reading Achievement. The state was 26%, and our SWD was 16%. The factor that contributed to this gap was due to our large transient military student population our students who come from out of state, and out of the country do not stay with us from year to year. Thus their knowledge isn't maintained, and their scores often don't get counted.

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

Math was the data component that showed the most improvement in all areas versus the District, and State data. This improvement can be attributed to our use of dedicated Math Interventionist who consistently supported, 5th-grade students through differentiated small group instruction based on individual needs.

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

Upon further reflection on EWS data, we found the following areas of concern were excessive absences, tardies, and early dismissals.

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

1. Writing (K-5)
2. Reading Intervention
3. Math Intervention
4. PBIS/Attendance

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Writing (K-5)
Rationale	Because we noticed students could have been proficient if their writing points were higher. Due to the inconsistent writing practices and conferencing, the Writing achievement data is low in proficiency. Planning with the teacher based on assessment data from student writing samples from Writing City and Top Score writing prompts is essential to ensure consistency is occurring in the classroom daily.
State the measurable outcome the school plans to achieve	Higher achievement, gains, and bottom quartile gains through a focus on writing daily, through the use of Writing City, and Top Score instructional materials.
Person responsible for monitoring outcome	Lindsey Connor (adkinsl@duvalschools.org)
Evidence-based Strategy	Writing City in grades K-3 and Top Score in grades 4-5, will be used daily. Review student writing pieces, and provide feedback, and follow-up during bi-weekly Admin. Common Planning Meetings.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is because it is a District Mandated Curriculum. We are focusing on the fidelity of implementation in K-5.

Action Step

Description	1. Strengthening Literacy Development Across K-5 Content Areas; 2. Literacy Interventions for Struggling Readers and Writers; 3. Establish Structures and Culture for Supporting Literacy; 4. Building Leadership Capacity; 5. Supporting Teachers to Improve Instruction.
Person Responsible	Lindsey Connor (adkinsl@duvalschools.org)

#2	
Title	Reading Intervention
Rationale	Reading Intervention in grades 3-5 was identified as an area of focus based on our 2018-2019 FSA Reading data. Our School-wide proficiency was 66% which was a 3 pt. decline from the previous year. After breaking down the data by grade level, we saw that additional support was needed in 4th grade due to only 64% of students being proficient, and only 44% of 4th graders made growth.
State the measurable outcome the school plans to achieve	If we increase instructional focus and intervention on Key Ideas/Details, Integration of Knowledge and Ideas, in grades 3-5, and writing in grades 4-5, then school-wide proficiency and overall bottom quartile gains will increase.
Person responsible for monitoring outcome	Lindsey Connor (adkinsl@duvalschools.org)
Evidence-based Strategy	Reading Interventionists will use LLI and other Standards-Based/Research-Based Materials. To address the area of Writing support, we will use Writing City in 3rd grade, and Top Score in grades 4-5, with fidelity.
Rationale for Evidence-based Strategy	These Reading/Writing resources were selected by the District because of the lack of writing curriculum provided previously. Based on Writing Scores, the district realized the need for a comprehensive Writing Curriculum that teachers could use.
Action Step	
Description	1. Teachers bring student work samples to Admin. Common Planning and discuss their progress monitoring. 2. Admin. will conduct walkthroughs during the writing portion of the daily schedule and provide immediate feedback. 3. Every reading teacher in grade K-5 attended Reading and Writing Professional Development Training. 4. Teachers (K-5) will collaborate and participate in peer observations to present and breakdown standards across grade levels per content area. 5. Principal Connor will monitor Achieve 3000 - Lessons Passed and personally monitors student achievement. She will meet with them during lunchtime, and Celebrations for passing articles at 75% or higher will be held in the first week of the month for the previous month.
Person Responsible	Lindsey Connor (adkinsl@duvalschools.org)

#3	
Title	Math Intervention
Rationale	Math Intervention in grades 3-5 was identified as a continued area of focus based on our 2018-2019 FSA Math data. Our School-wide proficiency: 77% (+6), Gains: 67% (+7), and Bottom Quartile Gains: 43% (+16) all increased from the previous year. After disaggregating the data by grade level, we saw that in order to continue this progress, intervention support must be maintained in 5th, and implemented with fidelity in 3rd, and 4th.
State the measurable outcome the school plans to achieve	If we increase instructional support on the identified areas of need i.e., Number and Operations in Base Ten & Measurement, Data, and Geometry in grades 3-5, and if we identify the foundational skills needed and provide systematic interventions for our 4th and 5th-grade LPQ students, we will increase our overall bottom quartile gains, gains, and school-wide proficiency.
Person responsible for monitoring outcome	Jennifer Beale-Collier (bealej@duvalschools.org)
Evidence-based Strategy	Math Interventionists will use Eureka Math and other Standards/Research-Based Materials to provide small-group instruction/remediation in grades 3-5 to identified LPQ students.
Rationale for Evidence-based Strategy	We chose Eureka Math and other Standards / Research-Based Materials to help Interventionists provide differentiated instructional support to identified students in grades 3-5.

Action Step	
Description	1. We strategically developed a targeted schedule aimed at providing instructional support to identified LPQ Students in 3-5. 2. Teachers bring student work to Admin. Common Planning and discuss their progress monitoring. 3. DODEA Anchor Grant funds to support after school tutoring and incentives 4. Teachers (K-5) will collaborate and participate in peer observations to present and breakdown standards across grade levels per content area.
Person Responsible	Jennifer Beale-Collier (bealej@duvalschools.org)

#4	
Title	PBIS/Attendance
Rationale	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.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Jennifer Beale-Collier (bealej@duvalschools.org)
Evidence-based Strategy	The Anchor Program is a character-based incentive program for our students. Each month highlights a specific character trait which the teacher uses to select which students they feel most exemplifies that trait. If we implement a Character Trait Program, then we will increase students' personal accountability and positively impact the climate and culture of our school.
Rationale for Evidence-based Strategy	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 that 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. ********Criteria is still being researched in order to determine which students are being placed in our after school tutoring program that will be held twice per week.
Action Step	
Description	1. Character Trait - Silver & Golden Anchor Awards Program 2. 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. 3. 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 Servicemembers' families, children, and staff.
4. As a result of being awarded a DODEA "Anchor Grant," which ends May 2020, we've received a Mental Health Therapist who provides private and confidential mental health counseling services, and support to both our "Military" and "Non-Military" students and their families.

Person Responsible Jennifer Beale-Collier (bealej@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

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

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

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.

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

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

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 Servicemembers' families, children, and staff. 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 members 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.

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

Staff administers and uses curriculum guide assessments, teacher observations, the teacher made checklists and FLKRS data to determine the 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.

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/CPST) Team meets monthly to engage in school-wide problem-solving. Facilitated by Jennifer Beale-Collier, Assistant Principal, and Eliese Keith, our School 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.

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

School-Wide Virtual College Tours will be offered once a week on WFIN in May 2020.
College Tours - 3rd, 4th & 5th-grade students will visit: FSCJ, JU, and UNF once a year to get exposed

to what college is like.
School Counselor will create a Career Day with various Local and City,
Robotics League - grades 3, 4, & 5 has exposed students to various careers in technology as well as provided hands-on experience in the field of programming.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Writing (K-5)	$0.00
2	III.A.	Areas of Focus: Reading Intervention	$0.00
3	III.A.	Areas of Focus: Math Intervention	$0.00
4	III.A.	Areas of Focus: PBIS/Attendance	$0.00
		Total:	**$0.00**