

# Joseph Finegan Elementary School



2014-15 School Improvement Plan

## Joseph Finegan Elementary School

555 WONDERWOOD DR, Atlantic Beach, FL 32233

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

45%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

50%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

B

A

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

### 2014-15 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 host a variety of "all about me" exercises to help students get to know one another and for the teacher to better understand each child. Additionally, this time is used to 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. All 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.

##### **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 using the Second Step Curriculum and in small group and one-on-one interactions. Additionally, she is 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 Genesis 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.

FCAT Level 1 students in mathematics 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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***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 and Reflex math online lessons (math and/or reading)
- Academic classroom centers that are differentiated based on data
- 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

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

Name	Title
Due, Alan	Principal
Copeland, Lisa	Assistant Principal
Chung, Rae	Instructional Coach
Davis, Donna	Guidance Counselor

#### Duties

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

Alan Due: 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

Lisa Copeland: 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. Lisa Copeland, 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**

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

<b>Name</b>	<b>Stakeholder Group</b>
Alan Due	Principal
Judy Cromartie (Chairperson)	Business/Community
Jennifer VanHoose	Teacher
Paula Bowens-Wilcher	Education Support Employee
Autumn Salmon	Parent
Roy Fallon	Business/Community
Sylvia Mendoza	Parent
Jonathan Hlgh	Parent
Delicia Walker	Parent
Diana Morrison	Parent
Evelynn Aguilar	Parent
Darlene Valenciana	Parent
Ruthanne Wing	Business/Community
Stephanie Sanders	Parent

#### **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 2014 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**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Copeland, Lisa	Assistant Principal
Chung, Rae	Instructional Coach
Bemoll, Lezley	Teacher, K-12
Pridgen, Miranda	Teacher, K-12
VanHoose, Jennifer	Teacher, K-12
Florez, Erika	Teacher, K-12
Stinson, Michelle	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 Accelerated Reader, 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

**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. 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***

Content specialists within the district's Academic Services have developed Curriculum Guides and accompanying assessments (CGAs) for all content areas. 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 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 23 weeks.

***Strategy Rationale***

Based 2014 school FCAT data, these students were identified as needing additional support in the area of 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***

Reflex, i-Ready, 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 benchmark 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



## 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.** Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets.

## 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.** Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets. 1a

G044995

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Math - SWD	57.0

**Resources Available to Support the Goal** 2

- Instructional Coach
- Reflex Program
- SAI Funds for Tutoring
- I-Ready/Reflex Mathematics
- Small group instruction with Guidance Counselor
- ESE Support Facilitation
- Parent Academy
- Resources Teachers (Art, Music, PE, and Technology)
- Paraprofessionals

**Targeted Barriers to Achieving the Goal** 3

- Teachers' knowledge of the implementation of the 4 Pillars of Instruction and the integration of Arts into the general education curriculum.
- Parents' level of understanding of mathematical concepts
- Students knowledge of basic math facts

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

Review of student trend data in mathematics

**Person Responsible**

Alan Due

**Schedule**

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

**Evidence of Completion**

Cross reference of multiple data sources using Performance Matters

## 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.** Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets. **1**

 **G044995**

**G1.B1** Teachers' knowledge of the implementation of the 4 Pillars of Instruction and the integration of Arts into the general education curriculum. **2**

 **B110947**

**G1.B1.S1** Provide professional development for teachers around the use of the 4 Pillars of Instruction and integration of the Arts throughout the curriculum. **4**

 **S122395**

### Strategy Rationale

This year the district has created a Common Vision of Excellence around the four pillars of instruction for each of the content areas. Additionally, the integration of the Arts theme will support the K-12 feeder pattern for school choice.

### Action Step 1 **5**

Provide overview of the 4 Pillars of Instruction beginning with Pre-planning; each pillar is aligned to the district's Teacher Evaluation System (CAST) and will be specifically addressed during Early Dismissal Trainings throughout the year

#### Person Responsible

Alan Due

#### Schedule

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

#### Evidence of Completion

The district's Common Vision of Excellence in Mathematics document will be used in classroom walk throughs to monitor the degree of implementation of the 4 Pillars and to provide feedback to teachers

## Action Step 2 5

The Art and Music teachers will work with designated content area teachers to create lessons integrating the Arts.

### **Person Responsible**

Matthew Cawley

### **Schedule**

Monthly, from 10/1/2014 to 5/29/2015

### ***Evidence of Completion***

Artifacts in the form of: Photos, videos, anecdotal notes in interactive journals, reports or essays.

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

Review of lesson plans and student artifacts.

### **Person Responsible**

Matthew Cawley

### **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 G1.B1.S1 7

Review progress of students

### **Person Responsible**

Lisa Copeland


### **Schedule**

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


### ***Evidence of Completion***

Diagnostic reports from Performance Matters.

**G1.B2** Parents' level of understanding of mathematical concepts **2**

 B111174

**G1.B2.S1** District Parent Academy Finegan Parent Math Academy - Provide instruction for parents to enable them to assist with continuing the learning process at home. **4**

 S124517

**Strategy Rationale**

Many parents struggle with math concepts and how they are taught. Monthly meetings would enable Math teachers to go over the current concepts and provide parents with strategies and aids to assist them with helping their students at home. Parents would get to experience the centers, online resources and understand the use of the interactive journals.

**Action Step 1** **5**

Plan with intermediate math teachers to develop a calendar and curriculum for Math Academy.

**Person Responsible**

Rae Chung

**Schedule**

Every 2 Months, from 10/27/2014 to 5/18/2015

**Evidence of Completion**

Sign in sheet for parents. Course evaluations and parent feedback.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

At the end of each session participants will complete an "Exit Ticket" summarizing the lesson and any feedback/concerns they have

**Person Responsible**

Rae Chung

**Schedule**

Every 2 Months, from 10/27/2014 to 5/18/2015

**Evidence of Completion**

Exit tickets and parent feedback.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitor change in student completion of home learning assignments.

**Person Responsible**

Alan Due


**Schedule**

Every 2 Months, from 10/27/2014 to 5/18/2015

**Evidence of Completion**

Check with teachers to measure the improvement of home learning assignments based on parents who attend Monthly Math Monday.

**G1.B3 Students knowledge of basic math facts** 2

 B111203

**G1.B3.S1 Implementation of Reflex Math.** 4

 S122667

**Strategy Rationale**

I-Ready focuses on strengthening students' understanding of mathematical concepts at the Quantile level at which they are operating. Reflex math focuses on strengthening students' automaticity of the basic math facts.

**Action Step 1** 5

Students will use Reflex Math during classroom center time

**Person Responsible**

Lisa Copeland

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Monitoring of reports provided by Reflex Math program will be reviewed by administrative team to ensure fidelity of usage and progress of students

**Action Step 2** 5

Provide before/after school tutoring for bottom quartile mathematics students in grades 3,4 and 5

**Person Responsible**

Rae Chung

**Schedule**

Biweekly, from 9/22/2014 to 5/18/2015

**Evidence of Completion**

Monitor the usage and progress reports available through i-Ready program

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Monitor average usage. Minimum usage is 20 minutes three times a week.

**Person Responsible**

Lisa Copeland

**Schedule**

Weekly, from 9/22/2014 to 5/18/2015

**Evidence of Completion**

Reports available through Reflex math delineates average time on program.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Review monthly reports of progress through Reflex math and I-Ready

**Person Responsible**

Lisa Copeland


**Schedule**

Monthly, from 9/22/2014 to 5/18/2015

**Evidence of Completion**

Reports of progress through Reflex math should show student growth in basic math facts. I-ready progress monitoring assessments should reveal progress of students along their designated trajectory.

**G1.B3.S2** Use of our paraprofessionals as an intervention for students scoring in the red on i-Ready Math in grades 3, 4 and 5 **4**

 S137600

**Strategy Rationale**

This will serve as an in-school, push-in, Tier III intervention for students who are scoring in the red on the district diagnostic

**Action Step 1** **5**

The school's paraprofessionals will serve as a Tier III interventionists for students scoring in the red on i-Ready Math in grades 3, 4 and 5

**Person Responsible**

Lisa Copeland

**Schedule**

Daily, from 10/7/2014 to 5/29/2015

***Evidence of Completion***

i-Ready data will be used for progress monitoring. When students move from the red to the yellow, they will receive support with Tier II interventions

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** **6**

Assistant Principal will oversee the scheduling, training, and monitoring of this intervention

**Person Responsible**

Lisa Copeland

**Schedule**

Biweekly, from 10/7/2014 to 5/29/2015

***Evidence of Completion***

Small group observations and the use of walk through instruments



**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

The Assistant Principal will report the progress of these students (using the district's Performance Matters) at Leadership Team meetings.

**Person Responsible**

Lisa Copeland

**Schedule**

Monthly, from 10/13/2014 to 5/29/2015

**Evidence of Completion**

Use of Performance Matters data on students participating in the program

**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	Provide overview of the 4 Pillars of Instruction beginning with Pre-planning; each pillar is aligned to the district's Teacher Evaluation System (CAST) and will be specifically addressed during Early Dismissal Trainings throughout the year	Due, Alan	8/18/2014	The district's Common Vision of Excellence in Mathematics document will be used in classroom walk throughs to monitor the degree of implementation of the 4 Pillars and to provide feedback to teachers	5/18/2015 monthly
G1.B3.S1.A1	Students will use Reflex Math during classroom center time	Copeland, Lisa	9/22/2014	Monitoring of reports provided by Reflex Math program will be reviewed by administrative team to ensure fidelity of usage and progress of students	5/29/2015 weekly
G1.B2.S1.A1	Plan with intermediate math teachers to develop a calendar and curriculum for Math Academy.	Chung, Rae	10/27/2014	Sign in sheet for parents. Course evaluations and parent feedback.	5/18/2015 every-2-months
G1.B3.S2.A1	The school's paraprofessionals will serve as a Tier III interventionists for students scoring in the red on i-Ready Math in grades 3, 4 and 5	Copeland, Lisa	10/7/2014	i-Ready data will be used for progress monitoring. When students move from the red to the yellow, they will receive support with Tier II interventions	5/29/2015 daily
G1.B1.S1.A2	The Art and Music teachers will work with designated content area teachers to create lessons integrating the Arts.	Cawley, Matthew	10/1/2014	Artifacts in the form of: Photos, videos, anecdotal notes in interactive journals, reports or essays.	5/29/2015 monthly
G1.B3.S1.A2	Provide before/after school tutoring for bottom quartile mathematics students in grades 3,4 and 5	Chung, Rae	9/22/2014	Monitor the usage and progress reports available through i-Ready program	5/18/2015 biweekly
G1.MA1	Review of student trend data in mathematics	Due, Alan	10/22/2014	Cross reference of multiple data sources using Performance Matters	5/29/2015 every-2-months
G1.B1.S1.MA1	Review progress of students	Copeland, Lisa	10/22/2014	Diagnostic reports from Performance Matters.	3/23/2015 quarterly
G1.B1.S1.MA1	Review of lesson plans and student artifacts.	Cawley, Matthew	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
G1.B3.S1.MA1	Review monthly reports of progress through Reflex math and I-Ready	Copeland, Lisa	9/22/2014	Reports of progress through Reflex math should show student growth in	5/18/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				basic math facts. I-ready progress monitoring assessments should reveal progress of students along their designated trajectory.	
G1.B3.S1.MA1	Monitor average usage. Minimum usage is 20 minutes three times a week.	Copeland, Lisa	9/22/2014	Reports available through Reflex math delineates average time on program.	5/18/2015 weekly
G1.B2.S1.MA1	Monitor change in student completion of home learning assignments.	Due, Alan	10/27/2014	Check with teachers to measure the improvement of home learning assignments based on parents who attend Monthly Math Monday.	5/18/2015 every-2-months
G1.B2.S1.MA1	At the end of each session participants will complete an "Exit Ticket" summarizing the lesson and any feedback/concerns they have	Chung, Rae	10/27/2014	Exit tickets and parent feedback.	5/18/2015 every-2-months
G1.B3.S2.MA1	The Assistant Principal will report the progress of these students (using the district's Performance Matters) at Leadership Team meetings.	Copeland, Lisa	10/13/2014	Use of Performance Matters data on students participating in the program	5/29/2015 monthly
G1.B3.S2.MA1	Assistant Principal will oversee the scheduling, training, and monitoring of this intervention	Copeland, Lisa	10/7/2014	Small group observations and the use of walk through instruments	5/29/2015 biweekly

## 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.*

**G1.** Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets.

**G1.B1** Teachers' knowledge of the implementation of the 4 Pillars of Instruction and the integration of Arts into the general education curriculum.

**G1.B1.S1** Provide professional development for teachers around the use of the 4 Pillars of Instruction and integration of the Arts throughout the curriculum.

### PD Opportunity 1

Provide overview of the 4 Pillars of Instruction beginning with Pre-planning; each pillar is aligned to the district's Teacher Evaluation System (CAST) and will be specifically addressed during Early Dismissal Trainings throughout the year

#### Facilitator

Alan Due

#### Participants

Teachers in grades K-5

#### Schedule

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets.	2,546
<b>Grand Total</b>	<b>2,546</b>

**Goal 1:** Daily, teachers will effectively incorporate the four pillars of instruction (rigorous content aligned to the Florida standards, student engagement, student ownership of learning and demonstration of student learning) and integrate the Arts into their lessons to meet our AMO (Annual Measurable Objective) and CTE (Career Technical Education) proficiency targets.

Description	Source	Total
<b>B3.S1.A1</b>	School Improvement Funds	2,546
<b>Total Goal 1</b>		<b>2,546</b>