

Fessenden Elementary School



2014-15 School Improvement Plan

Fessenden Elementary School

4200 NW 89TH PL, Ocala, FL 34482

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

60%

Alternative/ESE Center

No

Charter School

No

Minority

66%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

A

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A 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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Fessenden will build and foster positive working relationships, a learning environment that is student centered and includes a community of citizens that are excited, committed and motivated in the belief that all of our students are capable learners.

Provide the school's vision statement

Through ongoing student centered strategic conversations around proven effective teaching-learning practices every student will excel academically as learning outcomes increase.

School Environment

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

In September we survey our students to gather their input on the student culture at Fessenden Elementary School and building their relationships with staff and other students. This information is shared and discussed at faculty meetings to determine feedback and implementation and guides overall conversations within the Guidance Department and Discipline Student Services to enhance the relationships among the student culture in the classrooms as well as across campus.

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

At our summer Fast Start Academy Professional Development with teachers, we set the expectations for students and staff in regards to a safe environment. During the first week of school students learn the school wide expectations and procedures that help to ensure a safe environment. Fessenden Elementary also implements fifth grade Safety Patrols that help with morning and afternoon duty assisting students around campus and serve as student leaders. We have staff strategically located around campus before and after school due to the fact that we are an open campus. Through the implementation of PBS, Fessenden Elementary focuses on the "The Big Three" - Be Responsible, Be Respective, and Reach Your Goals. These are reviewed daily on morning announcements and conversations with students.

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

Teachers have to establish daily routines and procedures through their classroom behavioral plan which is communicated to their students and parents. This also includes school wide expectations and our Positive Behavior System (PBS) which includes incentives based on the positive behavior or reduction of incidents on campus. The data that we receive from behavior incidents help shape the professional development that faculty and staff receive monthly to minimize inappropriate school wide behavior thus maximizing student engagement during instructional time.

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

Fessenden Elementary School Guidance Department works closely with Social Work Services to provide a nurturing, safe, and social environment for our students. Parents and students are encouraged to contact the Guidance Office when needed. The Behavior Specialist also works with teachers and staff on social emotional strategies and ways to redirect. Teachers receive professional development monthly on various topics including meeting the needs of students in their classrooms.

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

Fessenden Elementary Schools Early Warning System are key indicators that assist in monitoring student academic and behavior progress that are at risk in the following warning indicators: Level 1 score on statewide assessments in English Language Arts and Math, Attendance that is below ninety percent, and one or more suspensions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	15	12	14	7	1	63
One or more suspensions	1	0	4	8	7	12	32
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	31	23	93

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	14	9	1	24

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

Students who have been identified in having more than two early warning indicators are receiving a double dose of Reading Intervention (two: forty-five minute sessions) in an appropriate intervention program based on their academic needs determined by AIMSWEB and grade level placement testing. Students who have attendance that is less than ninety percent will attend Child Study Team meetings with their parents to address their attendance needs.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55813>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Fessenden Elementary School has a variety of ways of establishing partnerships including but not limited to: monthly meetings of the School Advisory Council (SAC) which includes parents and local community members to discuss the needs of the school; monthly Parent Teacher Organization (PTO) meetings, annual Title I meeting with parents as well as Open House for parents, students, and teachers; Fall and Spring Parent Activity Nights that are focused on academic needs and strategies that parents can use at home to help their student; Quarterly Project Based Nights that showcase student achievement; pre-school meeting with Fessenden Alumni within the community that support the school; utilizing community businesses to support the academic needs of students; and a Parent Liason that works closely with Title I and parents.

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
Burgess, Issac	Principal
Brodie, Cynthia	Assistant Principal
Woods, Shawn	Dean
Eatmon, Susan	Instructional Coach
Tennant, Jody	Instructional Coach
Griffin, Jennifer	Guidance Counselor

Duties

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

The SBLT will analyze the data and problem solve together to meet organizational and student needs and ensure that resource allocation is matched to needs.

Administration will collaboratively work with SBLT and teachers to review school wide, grade, and student data on all areas listed below.

Coaches will observe, model, provide PD, and strategically plan based on data to support teacher's knowledge and meet student needs.

Peer Counselor which is the Dean of Students will use the PBS model to document data to track and collaborate with teachers to improve student behavior school wide.

Guidance Counselor will conference with students and provide ongoing support to teachers for student attendance and Social Emotional Learning for student engagement.

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

Through our SBLT meetings we collaboratively look at student, grade level and school wide trends with AIMSweb, Benchmark, or other data and determine the school, grade level and individual needs. Then provide ongoing coaching, modeling and professional development to support student growth. Data will be progress monitored frequently for adjustments of instructional needs and interventions. This process will be ongoing to improve student engagement and teacher instructional needs.

Title I Part A - Our Title I budget is used to purchase curriculum items needed at our school as well as providing personnel to assist with lowering our student to adult ratio providing small group and differentiated lessons to our students.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Isaac Burgess IV	Principal
Cynthia Brodie	Education Support Employee
Terri Christlieb	Teacher
Rose McCoy	Parent
Karlee Rochelle	Parent
Mrs. Morant	Parent
Mrs. Dawson	Parent
Bill Gainous	Parent
Terry Gainous	Parent
Nicole Stewart	Parent
Linda Taylor	Parent
Allison Whipper	Parent
Katherine Rodriguez	Parent
Mrs. Littles	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

At the first School Advisory Council meeting, the 2013-2014 School Improvement Plan was evaluated to determine the goals that were met, the goals that need to continue, and new goals for the new school year based on assessment and student data.

Development of this school improvement plan

Our SAC members provided input into the decision making process concerning the school's curriculum focus to improve student achievement of learning.

Preparation of the school's annual budget and plan

Based on the assessed data and allocation of funds to meet the needs of students in accordance to increase student achievement the budget plan was created.

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

The district did not receive the school improvement funds from the state until late spring of 2014. The district held the funds until this year to allow schools to better plan for the use of the funds. Our school

will have \$3472 from the school improvement funds allocation. These funds will be used to enhance technology for students by utilizing the funds for the purchase of SmartBoards, additional computers, and/or to fund special instructional projects.

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
Burgess, Issac	Principal
Brodie, Cynthia	Assistant Principal
Woods, Shawn	Dean
Eatmon, Susan	Instructional Coach
Headley, Shannon	Instructional Coach
Tennant, Jody	Instructional Coach
Griffin, Jennifer	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Our major initiatives are to improve our reading and writing scores, provide staff development and to problem solve areas that need improvement based on our ELA data. In addition, our major initiative is to effectively support the 3-5 implementation of Florida Standards and to support our K-2 Florida Standards initiative.

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

Fessenden Elementary School has three opportunities a month for professional development that creates collaborative planning activities for teachers based on grade level needs. In addition, teachers meet bi-weekly during collaborative conversations to determine instructional needs and plan accordingly. Monthly Faculty Focus and Strategic Conversation meetings/trainings allow additional times for teachers to collaborate and plan for instruction.

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

We utilize the electronic application process that allows candidates nationally to easily apply for positions while allowing the school to screen quickly for highly qualified, certified teachers. A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. The principal is responsible for implementing and monitoring

teacher recruitment and retention strategies.

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

We have created a PLC for our new teachers to Fessenden Elementary. We meet during Pre-School week and have a monthly "New to Fessenden" meeting. In addition, each grade level has a "team leader" that is the point person on the grade level who are successful in teaching within their grade level area. These grade level leaders are be able to answer questions, assist with school and district initiatives, and to develop capacity among our team members.

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

Marion County develops and provides teachers with Curriculum Maps based on the Florida Standards in all core subject areas. Based from these maps, teachers receive informal/formal observations, coaching conversations, collaborative conversations bi-monthly based upon the standards and the core curriculum programs. Administration requires teacher lesson plans that implement the Florida Standards.

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

Fessenden Elementary holds grade level data meetings that inspect the current data through AIMSWEB, Learning Checks, Fluency Checks, MTSS meetings, etc. The data that is discussed provides teachers with an opportunity to reflect on their instructional practice with a reflection on the students learning outcomes. This leads the instruction into differentiated practices to improve the learning environment and meet the needs of diverse learners.

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: Extended School Day

Minutes added to school year: 8,100

Fessenden Elementary has incorporated two: forty-five minute reading intervention sessions (double dose) based on the needs of the students.

Strategy Rationale

The double dose intervention blocks provide additional time for teachers to work with students on their individual needs in the area of reading which increases student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burgess, Issac, isaac.burgess@marion.k12.fl.us

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

Collaborative conversations with teachers indicating progress and skills the students are working on. In addition, teachers are utilizing comparison results data and executive director results from Learning Checks, LEOCE's and AIMSWEB to help drive the student centered conversations concerning students.

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

Our school participates in the Title I VPK program during the school year. Each classroom is staffed with a certified teacher and a paraprofessional with an enrollment of 20 students. To be eligible to participate, students must meet the following requirements:
Live in the attendance area of the school with a Title I Pre-Kindergarten (VPK) program.
Be 4 years old on or before September 1st. The Title I Pre-Kindergarten (VPK) classrooms use ELEM Plus (Early Literacy and Training Module), a standards and research based literacy curriculum. For our 5th grade students, we invite the middle schools in our area to come to our school to do an orientation session with our students during the school day. Special education students attend their individual articulation meetings between our school and the middle school.

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

N/A

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase.
- G2.** If Fessenden Elementary School increased math computational skills then student achievement will increase.

Strategic Goals Detail

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

G1. If Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase. 1a

G045138

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Core Curriculum - Wonders Reading Series
- Literacy Coach - District Title I
- Successmaker & Custom Courses
- Additional hour - ELS
- Title I based school personnel
- Professional Development
- Title I/Internal Funds
- Volunteers
- STEM Lead Teachers
- Paraprofessionals
- Intervention Materials such as Corrective Reading, Early Intervention, Reading Mastery, Rewards, and Read Naturally

Targeted Barriers to Achieving the Goal 3

- Insufficient rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.
- Insufficient amount of time for teachers to collaborate in planning lessons and examining individual student data.
- Paraprofessionals and additional materials needed to support the delivery of interventions or enrichment for students based on their individual needs.

Plan to Monitor Progress Toward G1. 8

Effective lesson plans incorporating strategies and items from collaborative planning sessions.

Person Responsible

Issac Burgess

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Student data increase in achievement and teacher observations in True North Logic.

G2. If Fessenden Elementary School increased math computational skills then student achievement will increase. 1a

G045127

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Core Curriculum Go Math
- Acaletics Quick Picks Supplemental Program
- District Math Coach - Title I
- Math Intervention Time Block
- Successmaker Custom Courses
- Math Journals
- Fast Math

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation of instruction for students.
- Lack of effective feedback to students based on assessment outcomes that drive instruction.

Plan to Monitor Progress Toward G2. 8

Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher and student assessment data.

Person Responsible

Issac Burgess

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Students are taking ownership in their learning by reflecting in the journals, teachers are completing the log of student conversations, and assessment scores are increasing.

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 Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase. **1**

 **G045138**

G1.B1 Insufficient rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing. **2**

 **B111370**

G1.B1.S1 Through Professional Development for teachers and staff around effective teaching and learning to include STEM, Literacy Lead Teacher/Coach, and school based mini professional development. **4**

 **S141581**

Strategy Rationale

Teachers will be able to increase their effective teaching strategies, implement higher level strategies, and increase student engagement into deeper learning.

Action Step 1 **5**

Professional development and materials will be provided on Unpacking the Standards, use of STEM, and English Language Arts.

Person Responsible

Issac Burgess

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and course data will be collected from True North Logic.

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

Principal and assistant principal will provide facilitative leadership through coaching and modeling of effective teaching strategies. The Reading Coach and STEM Leads will provide training and support in the correct use of ELA and MFAS instructional strategies to increase student achievement.

Person Responsible

Issac Burgess

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

By the end of the first quarter 100% of the teachers will be utilizing the strategies effectively.

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

Classroom observations will be conducted to determine if teachers are utilizing the information from the professional development correctly or need assistance.

Person Responsible

Issac Burgess


Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

True North Logic will be used to collect observation notes, walk throughs, and informal/formal observations.

G1.B2 Insufficient amount of time for teachers to collaborate in planning lessons and examining individual student data. **2**

 B129442

G1.B2.S1 Provide teachers with additional collaborative planning time with the master scheduling process to collaborate around effective instructional practices and analyze student data. **4**

 S141590

Strategy Rationale

Teachers will develop effective lesson plans that will focus on student needs and to plan for appropriate interventions.

Action Step 1 **5**

Create additional planning time within the Master Schedule.

Person Responsible

Cynthia Brodie

Schedule

On 6/4/2015

Evidence of Completion

Master Schedule and Collaborative Conversations, PD Binder, notes from meetings.

Action Step 2 **5**

Vertical Planning time once a quarter during the school day covered by substitutes.

Person Responsible

Issac Burgess

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, higher student engaged centers, observational notes, interactive planning template that teachers fill out at each session.

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

Administrators attend the Collaborative Planning sessions and see evidence in the teaching instruction.

Person Responsible

Issac Burgess

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Collaborative planning templates will be completed at each collaborative planning session.

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

The leadership team will monitor student performance on AIMSweb reading and math data , RWAs (reading/writing assessments) and science Focus Calendar Assessments for science to determine if adjustments need to be made to collaborative planning and data team / child study team meetings.

Person Responsible

Issac Burgess


Schedule

Monthly, from 10/1/2014 to 6/4/2015


Evidence of Completion

Students will make progress in their target area.

G1.B3 Paraprofessionals and additional materials needed to support the delivery of interventions or enrichment for students based on their individual needs. 2

 B129443

G1.B3.S1 Provide paraprofessionals along additional materials or equipment to support rigorous instruction at each student's level. 4

 S141591

Strategy Rationale

Students benefit from additional small group instruction utilizing a variety of resources and materials to meet their individual needs and learning styles.

Action Step 1 5

Determine where paraprofessionals and materials or equipment is needed within the school day.

Person Responsible

Issac Burgess

Schedule

On 6/4/2015

Evidence of Completion

Materials and equipment needed will be ordered and paraprofessionals hired.

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

We will provide training to paraprofessional and/or teachers on the use of materials and equipment.

Person Responsible

Cynthia Brodie

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Our school calendar will identify when the trainings took place.

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

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.

Person Responsible

Cynthia Brodie

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Fidelity checks will show 80% are utilizing programmes correctly.


G2. If Fessenden Elementary School increased math computational skills then student achievement will increase. 1

 G045127

G2.B1 Lack of differentiation of instruction for students. 2

 B111325

G2.B1.S1 Professional Development for teachers in the area of differentiation to increase their effective teaching strategies. 4

 S141595

Strategy Rationale

If all teachers had professional development training on differentiation strategies they will be able to implement consistently with fidelity and student achievement will increase.

Action Step 1 5

We will build in professional development in the yearly calendar for teachers and staff to attend that focuses on differentiation strategies.

Person Responsible

Issac Burgess

Schedule

Monthly, from 8/4/2014 to 6/4/2015

Evidence of Completion

True North Logic course information, attendance sheets, lesson plans, and observations.

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

Administration will monitor teacher lessons for consistent implementation of differentiation based off of student needs.

Person Responsible

Issac Burgess

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Administration will be checking lesson plans and observations, walk throughs, and informal/formal observations in True North Logic.

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

Classroom observations will be conducted to determine that teachers are implementing with fidelity utilizing the professional development opportunities effectively or need assistance.

Person Responsible

Issac Burgess

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Administration will complete classroom walk throughs, informal/formal observations, and conversations with teachers on their students learning.

G2.B2 Lack of effective feedback to students based on assessment outcomes that drive instruction. 2

 B111332

G2.B2.S1 Provide professional development for teachers based on research on effectively providing feedback to students. 4

 S122794

Strategy Rationale

Teachers need training in providing timely and appropriate feedback to students to increase student understanding of outcomes and improve student achievement overall.

Action Step 1 5

Professional Development Opportunity for effectively providing students with feedback.

Person Responsible

Issac Burgess

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Student sample work, student conversations/conferencing, student journals

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher.

Person Responsible

Issac Burgess

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Evidence will include student journal entries reflecting on assessment outcomes and goal setting. Evidence will also include a log completed by the teacher of student conferences focused on feedback to students.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher

Person Responsible

Issac Burgess

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Students are taking ownership in their learning by reflecting in the journals, teachers are completing the log of student conversations, and assessment scores are increasing.

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
G2.B2.S1.A1	Professional Development Opportunity for effectively providing students with feedback.	Burgess, Issac	10/1/2014	Student sample work, student conversations/conferencing, student journals	6/1/2015 monthly
G1.B1.S1.A1	Professional development and materials will be provided on Unpacking the Standards, use of STEM, and English Language Arts.	Burgess, Issac	8/11/2014	Sign in sheets and course data will be collected from True North Logic.	6/4/2015 monthly
G1.B2.S1.A1	Create additional planning time within the Master Schedule.	Brodie, Cynthia	8/18/2014	Master Schedule and Collaborative Conversations, PD Binder, notes from meetings.	6/4/2015 one-time
G1.B3.S1.A1	Determine where paraprofessionals and materials or equipment is needed within the school day.	Burgess, Issac	7/21/2014	Materials and equipment needed will be ordered and paraprofessionals hired.	6/4/2015 one-time
G2.B1.S1.A1	We will build in professional development in the yearly calendar for teachers and staff to attend that focuses on differentiation strategies.	Burgess, Issac	8/4/2014	True North Logic course information, attendance sheets, lesson plans, and observations.	6/4/2015 monthly
G1.B2.S1.A2	Vertical Planning time once a quarter during the school day covered by substitutes.	Burgess, Issac	10/1/2014	Lesson plans, higher student engaged centers, observational notes, interactive planning template that teachers fill out at each session.	6/4/2015 quarterly
G1.MA1	Effective lesson plans incorporating strategies and items from collaborative planning sessions.	Burgess, Issac	10/1/2014	Student data increase in achievement and teacher observations in True North Logic.	6/4/2015 monthly
G1.B1.S1.MA1	Classroom observations will be conducted to determine if teachers are utilizing the information from the professional development correctly or need assistance.	Burgess, Issac	8/18/2014	True North Logic will be used to collect observation notes, walk throughs, and informal/formal observations.	6/4/2015 monthly
G1.B1.S1.MA1	Principal and assistant principal will provide facilitative leadership through coaching and modeling of effective teaching strategies. The Reading Coach and STEM Leads will provide training and support in the correct use of ELA	Burgess, Issac	8/11/2014	By the end of the first quarter 100% of the teachers will be utilizing the strategies effectively.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and MFAS instructional strategies to increase student achievement.				
G1.B2.S1.MA1	The leadership team will monitor student performance on AIMSweb reading and math data , RWAs (reading/writing assessments) and science Focus Calendar Assessments for science to determine if adjustments need to be made to collaborative planning and data team / child study team meetings.	Burgess, Issac	10/1/2014	Students will make progress in their target area.	6/4/2015 monthly
G1.B2.S1.MA1	Administrators attend the Collaborative Planning sessions and see evidence in the teaching instruction.	Burgess, Issac	10/1/2014	Collaborative planning templates will be completed at each collaborative planning session.	6/4/2015 monthly
G1.B3.S1.MA1	Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.	Brodie, Cynthia	8/25/2014	Fidelity checks will show 80% are utilizing programmes correctly.	6/4/2015 biweekly
G1.B3.S1.MA1	We will provide training to paraprofessional and/or teachers on the use of materials and equipment.	Brodie, Cynthia	8/18/2014	Our school calendar will identify when the trainings took place.	6/4/2015 monthly
G2.MA1	Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher and student assessment data.	Burgess, Issac	10/1/2014	Students are taking ownership in their learning by reflecting in the journals, teachers are completing the log of student conversations, and assessment scores are increasing.	6/1/2015 biweekly
G2.B2.S1.MA1	Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher	Burgess, Issac	10/1/2014	Students are taking ownership in their learning by reflecting in the journals, teachers are completing the log of student conversations, and assessment scores are increasing.	6/1/2015 monthly
G2.B2.S1.MA1	Check student journals for reflection and goal setting based on assessment outcomes and feedback from teacher.	Burgess, Issac	10/1/2014	Evidence will include student journal entries reflecting on assessment outcomes and goal setting. Evidence will also include a log completed by the teacher of student conferences focused on feedback to students.	6/1/2015 monthly
G2.B1.S1.MA1	Classroom observations will be conducted to determine that teachers are implementing with fidelity utilizing the professional development opportunities effectively or need assistance.	Burgess, Issac	8/25/2014	Administration will complete classroom walk throughs, informal/formal observations, and conversations with teachers on their students learning.	6/4/2015 monthly
G2.B1.S1.MA1	Administration will monitor teacher lessons for consistent implementation of differentiation based off of student needs.	Burgess, Issac	8/25/2014	Administration will be checking lesson plans and observations, walk throughs, and informal/formal observations in True North Logic.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase.

G1.B1 Insufficient rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.

G1.B1.S1 Through Professional Development for teachers and staff around effective teaching and learning to include STEM, Literacy Lead Teacher/Coach, and school based mini professional development.

PD Opportunity 1

Professional development and materials will be provided on Unpacking the Standards, use of STEM, and English Language Arts.

Facilitator

Principal, AP, Reading Coach, Math Coach

Participants

Teachers and staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G1.B2 Insufficient amount of time for teachers to collaborate in planning lessons and examining individual student data.

G1.B2.S1 Provide teachers with additional collaborative planning time with the master scheduling process to collaborate around effective instructional practices and analyze student data.

PD Opportunity 1

Create additional planning time within the Master Schedule.

Facilitator

Assistant Principal

Participants

Teachers

Schedule

On 6/4/2015

G2. If Fessenden Elementary School increased math computational skills then student achievement will increase.

G2.B1 Lack of differentiation of instruction for students.

G2.B1.S1 Professional Development for teachers in the area of differentiation to increase their effective teaching strategies.

PD Opportunity 1

We will build in professional development in the yearly calendar for teachers and staff to attend that focuses on differentiation strategies.

Facilitator

Isaac Burgess and Cynthia Brodie

Participants

Teachers and staff

Schedule

Monthly, from 8/4/2014 to 6/4/2015

G2.B2 Lack of effective feedback to students based on assessment outcomes that drive instruction.

G2.B2.S1 Provide professional development for teachers based on research on effectively providing feedback to students.

PD Opportunity 1

Professional Development Opportunity for effectively providing students with feedback.

Facilitator

Isaac Burgess and Cynthia Brodie

Participants

Teachers and support staff

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: If Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase.	14,543
Goal 2: If Fessenden Elementary School increased math computational skills then student achievement will increase.	3,924
Grand Total	18,467

Goal 1: If Fessenden Elementary School increased rigorous ELA instruction within comprehension, vocabulary, higher level thinking skills, and students can explain in writing then student achievement will increase.		
Description	Source	Total
B2.S1.A2 - 5100	Title I Part A	6,905
B2.S1.A2 - 5100	Title I Part A	7,638
Total Goal 1		14,543

Goal 2: If Fessenden Elementary School increased math computational skills then student achievement will increase.		
Description	Source	Total
B1.S1.A1 - 6400	Title I Part A	3,924
Total Goal 2		3,924