Orange County Public Schools

Fern Creek Elementary

2015-16 School Improvement Plan

Fern Creek Elementary

1121 N FERNCREEK AVE, Orlando, FL 32803

www.ocps.net/lc/north/efc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Orange 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

OCPS Mission
To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

OCPS Vision
To be the top producer of successful students in the nation

School Environment

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

Our school functions as a school family with the practice of Conscious Discipline strategies and procedures. The students and teachers all share a connection of being an important member of the school family. Teachers model what it looks like and sounds like to accept all cultures and nationalities by speaking to all students in a positive and respectful manner and allowing students to dress in their cultural attire while still abiding by the OCPS code of conduct. Students, teachers, and staff build and strengthen interpersonal relationships through celebrations of successes and acceptance of differences, both educational as well as personal. This is the catalyst for the school family environment we embrace.

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

Fern Creek believes that through the consistent use of procedures and the modeling of expectations, students are able to feel safe and respected. We embrace a common language that addresses our responsibility to keep our students safe and their responsibility to help us do so. All students, staff, and parents are committed to this joint responsibility that gives our students reassurance throughout the day that they are safe. School officials are always visible around campus, and students are comfortable approaching them for assistance or general conversation. All students are taught to use effective communication and social skills to speak to others. Students feel empowered as these skills are strengthened and promoted by interactions with adults as well as peers. Students are also reminded to get an adult immediately if they see something that is not safe on campus. Through the use of Conscious Discipline teachers build strong relationships with their students, which helps build a safe and respectful learning environment.

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

Our school has created a list of Fern Creek procedures that outlines, in detail, the expectations for students and staff on campus. Students know what is expected from the moment they arrive on campus until they leave at the end of each day. The same procedures are used school-wide, which allows every staff member to take part in the education of every student. The school-wide behavioral system in place is preventative and proactive for all students in all settings.

Common themes on our campus include Keeping composure, encouragement, making positive choices, assuming positive intent of others, and understanding consequences for actions. Classroom rules are explicit and posted in each room. Teachers use a "buddy teacher" to whom a student may be sent for a short time out of the classroom environment. This is where the student is expected to work quietly on independent academic assignments. Parents are notified each time a student is sent to a buddy classroom. If a student refuses to go to a buddy classroom or the student's behaviors are classified as a Level 2 or higher based on the OCPS Student Code of Conduct, an administrative staff member is called for assistance. When a student is removed from class and placed in the alternative room, he or she completes a reflection sheet which allows the student to describe their feelings, explain their mistakes, and create a plan of action to fix the problem and return to class. The student reviews the reflection sheet with an adult and the administrator determines if the student is able to return to class.

Interventions are implemented for students who are repeatedly removed from class and consistently disrupt the learning environment. Interventions may include daily point sheets, reinforcements for positive choices, behavior contracts, work break schedules, social skills groups, mentoring, and individual counseling.

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

Teachers and support personnel meet weekly within a Professional Learning Community setting to review behavior expectations, discuss student data pertaining to social and emotional growth, and provide support and training when necessary to ensure the system is fairly and consistently implemented. Each student is given the opportunity to have a mentor who visits them weekly to provide positive support socially, emotionally, and academically. Students are also given access to counseling services on campus with parent permission as well as access to the school's social worker when needed. Our Fern Creek Foundation provides families with access to resources such as our food pantry and clothing closet as well.

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

Fern Creek uses indicators such as attendance records, the number of suspensions, report card grades, and scores on standardized assessments for Early Warning System support. By analyzing data regularly from a variety of sources, we are able to intervene, provide assistance that allows students to overcome these barriers, and offer access to resources for families to ensure students are able to continue to find success once interventions are in place.

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	17	11	14	13	7	11	73
One or more suspensions	1	0	2	2	2	1	8
Course failure in ELA or Math	2	8	15	35	9	11	80
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	3	9	3	3	22

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

All students at Fern Creek are part of the Multi-Tiered System of Supports (MTSS) process through which their academic needs are identified, interventions are created to target deficits, and data is progress-monitored to determine efficacy of academic programs. Once identified through data chats, Professional Learning Community meetings, and through teacher identification, we identify common student needs and place students in interventions that directly address those needs. Fern Creek also requests social services as needed to address concerns that may need to be addressed outside of the regular school day. These issues can include tardiness, absences, or other issues that arise that may be connected to student life outside of the regular school day. Fern Creek also provides tutors, volunteers, and mentors to students. Behavior interventions are in place and regularly enforced by all staff members to eliminate barriers to learning based on behavior.

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

Fern Creek works at building positive relationships with families throughout the school year to promote involvement in a multitude of ways. Some of the ways we do this is through the use of Connect-Ed communication that allows administration to reach families outside of school, providing buses to transport families to and from the Parramore community for all school events, and offering snacks to families at each of the school functions. Free meals are provided twice a year at Meet Your Teacher and at the Carnival. For outreach, Fern Creek also has a Family Night at the Callahan Center in the Parramore area.
Fliers are sent out for Open House, Family Nights, Parent/Teacher conferences, and other school functions. A bi-monthly newsletter is provided keeping parents informed of current and upcoming events. Student planners are provided for each student go home daily. A weekly communication folder goes home every Friday. The school marquee is also utilized as a means of communication. Staff members are available for translations in Spanish, Vietnamese, and Mandarin.
Parents are informed of their child's progress through use of Progress Book, mid-term progress reports, report cards and report card conference nights. Conferences with teachers, guidance, and administration are available by parent or teacher request. Telephone, email, and notes in the daily planner are also employed to meet the varying needs of the families.
.

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

Fern Creek provides partners with the Fern Creek Foundation to reach out and request assistance from the community to fulfill the needs of our students and their families. Items donated and provided to students include, but are not limited to, food, clothing, and school supplies. The school also provides an extensive mentoring program for one-third of our students.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Fritz, Jason	Principal
Jacobson, Kimberly	Guidance Counselor
Adam, Mariam	Dean
Swinderman, Jacqueline	Instructional Coach
Duckworth, Kelly	Instructional Media
Conner, Glenn	Instructional Coach

Duties

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

Each member of the leadership team is responsible for leading a grade level PLC. In addition, each member of the leadership team attends all MTSS meetings scheduled with their assigned grade level. The leadership team members also monitor the implementation of the SIP goals and strategies by observing classroom lessons, coaching teachers, problem-solving during grade level PLC time, and monitoring lesson plans. The administrative team meets weekly or as needed to make decisions and ensure student success continues.

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

School leadership identifies and aligns available resources through regular leadership team meetings to evaluate and review data as a problem-solving team and monitor effectiveness of core instruction. Data is also analyzed weekly during grade-level PLC time and grade-levels work with leadership teams to promote student learning growth.
Our Curriculum Resource Teacher assists grade-level teams in identifying student academic need, acts as testing coordinator, and coaches teachers as to how to effectively implement best practices throughout the core curriculum.
MTSS procedures are clearly defined to all staff members during pre-planning staff meetings by our school-based MTSS coordinator. The MTSS coordinator facilitates all MTSS academic and behavior meetings relating student academic and behavioral concerns. Interventions are developed during

MTSS meetings and intervention curriculum materials are adjusted according to student need. Staff schedules are adjusted if necessary to accommodate student intervention group needs.
Our Title I coordinator monitors national requirements for Title I, and the leadership team makes determinations to ensure funds are utilized to purchase personnel and equipment for students, provide student learning materials, and offer transportation for families to school events.
For all students at Fern Creek, a healthy breakfast and lunch is provided for free to all students through the Universal meal program. Our dean assists the cafeteria staff in coordinating our Healthy Fruits and Vegetables Program, through which Fern Creek receives federal funding to provide fresh fruits and vegetables to students three times a week to promote healthy eating habits.
Our staffing specialist is also the mental health coordinator for Fern Creek. Mental health and counseling services are provided with parent permission to students exhibiting need. We are able to receive counseling services from any SEDNET approved provider through Orange County Schools, but Aspire provides a full time counselor to work on our campus and serve students in need. Another mental health provider regularly on campus is Kinder Konsulting, and they focus largely on our primary student population.
Fern Creek has a large mentoring program maintained by the Fern Creek Foundation and utilizing community members to assist struggling students. Fern Creek implements character education and bullying prevention via monthly school assemblies, morning announcements, through class lessons and posters around campus.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chrisine Welch	Parent
Mariam Adam	Teacher
Jason Fritz	Principal
Holly Vanture	Education Support Employee
Linda Van	Teacher
Kyle Steele	Business/Community
Rekha Vasisht	Teacher

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

The SAC served as an advisory board to the school principal. Monthly meetings included review of school academic data and discussions on how findings could be improved.

Development of this school improvement plan

Members of the SAC participated in the development of the School Improvement Plan. A draft was emailed prior to the SAC meeting. Discussion about the SIP was conducted during the SAC meeting and recommendations for any needed changes or additions were noted. The School Advisory Council will meet monthly to review progress toward meeting current school improvement goals as well as develop the following year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC served as an advisory board to the school principal. Monthly meetings included review of the school's annual budget and discussions on how findings could be improved.

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

Materials to create parent resources will be funded by school improvement funds totaling $1000.00.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fritz, Jason	Principal
Duckworth, Kelly	Instructional Media
Swinderman, Jacqueline	Instructional Coach
Watson, Kayla	Teacher, K-12
Adam, Mariam	Dean
Vasisht, Rekha	Teacher, K-12
Yehnert, Cassandra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets the second Friday of each month. The LLT plans and implements literacy initiatives at the school. The team also discusses literacy concerns from grade-level PLC meetings.
The LLT promotes the following activities:
Family Literacy Night
Implementation of the Journeys Reading Core Program through classroom training
Support for classroom teachers on ELA Common Core State Standards
The LLT also promotes and implements the following programs at Fern Creek supporting student achievement:
Book Fair, MyOn Reader, Accelerated Reader, and iStation.

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

Teachers at our school refer to our Fern Creek procedures to promote a professional working environment that remains focused on student achievement. Each team also has common planning time to meet within their Professional Learning Communities (PLCs). During these meetings, teachers discuss instruction, planning, improve and adapt instructional strategies, and collaborate on other items that lead to student achievement. Each grade level has a common planning time to create academic plans as well as build working interpersonal relationships.

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

Fern Creek provides support from the leadership team to help retain high quality teachers, including curriculum support from Jacqueline Swinderman, Curriculum Resource Teacher, positive behavior support from Mariam Adam, Dean, and Exceptional Student Education compliance through Kimberly Jacobson, Staffing Specialist. Teachers are also supported via grade level team Professional Learning Communities on a weekly basis to share best practices in delivering instruction through the Marzano model, as well as sharing data to make appropriate instructional decisions. In addition, Fern Creek has extensive community partnerships, facilitated by Holly Vanture, which enhance the teaching and learning experience afforded to students. Fern Creek also has a non-profit organization, The Fern Creek Foundation, which directly supports student and teacher needs in a variety of ways.

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

Fern Creek teacher leaders partake in professional development opportunities such as the mentoring and coaching coursework. This allows our school to pair new teachers with experienced teachers in order to facilitate understanding of the school culture, implementation of district expectations for student learning, and the development of quality and meaningful lessons. In addition, mentor teachers are readily available to guide mentees throughout the lesson planning and implementation process. Pairings are created based on similar grade-level teaching assignment. The overall goal of the mentoring program is to empower new teachers with the tools necessary to ensure student achievement and longitudinal professional growth.

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

Fern Creek follows the OCPS guidelines, scope and sequence, and Measurement Topic Plans to ensure our core instructional programs are aligned to Florida State standards. Lesson plans are checked by each grade level support team member bi-weekly. The support team members also visit classrooms to verify lesson plans and instructional programs are aligned. During weekly PLC meetings, teams create common assessments using item specifications outlined by the state of Florida. Our school also participates in opportunities to attend North Learning area consortium meetings where assessments can be created by interdisciplinary teams from multiple schools and utilized to make data comparisons.

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

The school conducts bi-weekly data chats that focus on problem-solving through the MTSS process. Data is shared between teachers, coaches, and administrative personnel. The data is used to determine needs of students and to provide support for student intervention and enrichment groups. Intervention curriculum materials and instruction are adjusted based on student need.
Students having difficulty attaining proficient levels of performance on common assessments receive Tier II instruction using research-based materials. Progress-monitoring data is analyzed to adjust instructional materials as needed and to move students through and within tiers. When a student is

identified as having increased academic needs, grade-level teams move them into level Tier III support. This support is more individualized and targets specific academic deficiencies.

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: 1,800

Fern Creek has a mandated extra hour of ELA/Reading block at the beginning of each day. The extended time is from 8:15-9:15 am and encompasses all students PK-5.

Strategy Rationale

By having the extra hour, Fern Creek is able to provide extra enrichment and intervention resources for all of our students in Pre-Kindergarten through 5th grade. Grade-levels group students according to needs and can provide extra support and instruction to address need. There are also extra teachers and support personnel available to provide small group instruction to support to the classroom teachers through the MTSS process.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fritz, Jason, jason.fritz@ocps.net

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

Data is collected through common assessments, Benchmark Reading and Math assessments, and STAR Reading and Math assessments. Collected data is then discussed by the leadership team and grade-level Professional Learning Communities to determine if progress has been made, or if adjustments are needed to assigned intervention groups in order to support student achievement.

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

Fern Creek invites local Head Start programs to tour the Kindergarten classrooms and participate in a school tour in order to familiarize preschool students with an elementary school setting.
We also have Fern Creek students visit our feeder middle schools. When Fern Creek students cannot visit a middle school, we invite middle school students who visit our school to share ideas about the culture, classes offered, and transition into 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

Fern Creek Elementary is part of the AVID program (Advancement Via Individualized Determination). Our school focuses on the expectation that every student will be college or career ready. We recognize that the knowledge of how to succeed as a person within the college setting, as well as obtaining the skills and strategies to learn within the higher learning setting, is both pertinent and imperative to overall academic achievement for all learners. Currently AVID is used in 4th and 5th grades to promote academic success.

Fern Creek is also part of Orange County's College and Career Readiness program. Our resource teacher attends the regular training and information sessions. Toward the end of the school year, our students go through an interest inventory to help them focus on areas of strengths and interest in career areas. We also participate in Junior Achievement Day, whereby professionals come to each classroom, discuss careers, and answer questions.

Finally Fern Creek posts college posters, encourages staff to promote college as an achievable future for all student, and has weekly college shirt days so that our students can see the wide range of educational institutions available for an enriching academic future.

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will increase the number of DQ4 lessons being implemented in the classrooms and thereby, increasing their rigor of instruction. (Provide Empowering Environments)

G2. To increase student achievement Fern Creek Elementary will provide enrichment opportunities for all students in PK-5. (Accelerate Student Performance)

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. Teachers will increase the number of DQ4 lessons being implemented in the classrooms and thereby, increasing their rigor of instruction. (Provide Empowering Environments) `1a`

🔑 G072931

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Ambitious Instruction	
5Es Score: Quality of Student Discussion	
5Es Score: Quality PD	4.0
Effective Teachers (Performance Rating)	90.0

Resources Available to Support the Goal `2`

- Resources will include district coaches, instructional coaches and teacher leaders.

Targeted Barriers to Achieving the Goal `3`

- Lack of DQ4 professional development.

Plan to Monitor Progress Toward G1. `8`

Data from observations will be collected. This will include observation counts for DQ4 lessons and observer feedback. Lesson plans will be reviewed for effective DQ4 lessons and feedback will be provided to ensure targets are being met.

Person Responsible

Jason Fritz

Schedule

Every 3 Weeks, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence will include observation counts, lesson plan feedback forms, and student data from formative assessments, mini-assessments, and summative assessments.

G2. To increase student achievement Fern Creek Elementary will provide enrichment opportunities for all students in PK-5. (Accelerate Student Performance) 1a

G072932

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	79.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	55.0
5Es Score: Quality of Student Discussion	

Resources Available to Support the Goal 2

- Resources will include, but are not limited to, instructional coaches, district coaches, new material, and additional teachers.

Targeted Barriers to Achieving the Goal 3

- Opportunities for students to participate in enrichment activities.

Plan to Monitor Progress Toward G2. 8

Data that will be collected and reviewed will include number of enrichment opportunities offered, number of students attending available enrichment opportunities, lesson plans, teacher feedback, and PLC notes.

Person Responsible

Jacqueline Swinderman

Schedule

Every 3 Weeks, from 9/14/2015 to 6/8/2016

Evidence of Completion

Data from each source will be reviewed in order to adjust enrichment programs, increase students participation in enrichment activities, and monitor for fidelity.

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. Teachers will increase the number of DQ4 lessons being implemented in the classrooms and thereby, increasing their rigor of instruction. (Provide Empowering Environments) 1

🔑 G072931

G1.B1 Lack of DQ4 professional development. 2

🔑 B190418

G1.B1.S1 Professional development will focus on the implementation of DQ4 lessons. 4

🔑 S201834

Strategy Rationale

To assist teachers in implementing effective DQ4 lessons professional development will be provided throughout the school year.

Action Step 1 5

Professional development with a focus on DQ4 will be provided to instructional staff throughout the school year.

Person Responsible

Jacqueline Swinderman

Schedule

Quarterly, from 9/23/2015 to 6/8/2016

Evidence of Completion

Evidence will include PD sign-in sheets, exit slips, and teacher feedback.

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

We will conduct classroom walkthroughs, review lesson plans, and conduct student/teacher data chats.

Person Responsible

Jacqueline Swinderman

Schedule

Every 3 Weeks, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence will include observation counts, lesson plan feedback forms, and student data from formative assessments, mini-assessments, and summative assessments.

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

Monitoring will take place through classroom walkthroughs and observations. Support will be provided by our instructional coaches and district coaches. Follow up training will be provided for all teachers.

Person Responsible

Jacqueline Swinderman

Schedule

Monthly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence will include observation counts, lesson plan feedback forms, and student data from formative assessments, mini-assessments, and summative assessments.

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

For teachers who need additional assistance, follow-up one to one training will be provided by an instructional coach.

Person Responsible

Jacqueline Swinderman

Schedule

Every 3 Weeks, from 9/23/2015 to 6/8/2016

Evidence of Completion

Training notes, observation data, and teacher feedback will be used as evidence to monitor effective implementation of DQ4 lessons.

G1.B1.S2 Review lesson plans regularly and prior to the delivery of instruction. `4`

`S201835`

Strategy Rationale

By reviewing lesson plans regularly we are able to ensure proper implementation of DQ4 lessons.

Action Step 1 `5`

Lesson plans will be reviewed by the admin team on a regular basis. Follow up professional development will be offered to teachers in need of additional support.

Person Responsible

Jason Fritz

Schedule

Biweekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Evidence will include lesson plans and lesson plan feedback forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Lesson plans will be reviewed during grade level meetings, PLC's, and feedback will be provided using the lesson plan feedback form.

Person Responsible

Jason Fritz

Schedule

Biweekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Evidences will include lesson plans, iObservation data on DQ4, and lesson plan feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Feedback forms will be provided and discussed with teachers regarding effective DQ4 lesson plans.

Person Responsible

Jason Fritz

Schedule

Biweekly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Evidences will include lesson plans, iObservation data on DQ4, and lesson plan feedback forms.

G2. To increase student achievement Fern Creek Elementary will provide enrichment opportunities for all students in PK-5. (Accelerate Student Performance) `1`

🔑 G072932

G2.B2 Opportunities for students to participate in enrichment activities. `2`

🔑 B190421

G2.B2.S1 Provide professional development on the implementation of effective enrichment activities. `4`

🔑 S201838

Strategy Rationale

Providing professional development that is focused on the implementation of enrichment activities will help increase the rigor and fidelity of enrichment activities provided to our students.

Action Step 1 `5`

Teachers will be provided professional development to support the implementation of effective enrichment activities.

Person Responsible

Jacqueline Swinderman

Schedule

Every 2 Months, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence collected will be sign in sheets and professional development feedback forms.

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

Lesson plans, PLC notes, and Enrichment attendance sheets will be reviewed to monitor for fidelity.

Person Responsible

Jacqueline Swinderman

Schedule

Every 3 Weeks, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence collected will include lesson plans, student/teacher data chat summaries, and data chat minutes.

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

Teachers and staff will collaborate to assess effectiveness at reducing and eliminating barriers during PLC, Data Chats, and during staff meetings and development opportunities.

Person Responsible

Jacqueline Swinderman

Schedule

Every 3 Weeks, from 9/21/2015 to 6/8/2016

Evidence of Completion

Evidence collected will include student, teacher, parent, and leadership feedback.

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	Professional development with a focus on DQ4 will be provided to instructional staff throughout the school year.	Swinderman, Jacqueline	9/23/2015	Evidence will include PD sign-in sheets, exit slips, and teacher feedback.	6/8/2016 quarterly
G1.B1.S2.A1	Lesson plans will be reviewed by the admin team on a regular basis. Follow up professional development will be offered to teachers in need of additional support.	Fritz, Jason	8/31/2015	Evidence will include lesson plans and lesson plan feedback forms.	6/8/2016 biweekly
G2.B2.S1.A1	Teachers will be provided professional development to support the implementation of effective enrichment activities.	Swinderman, Jacqueline	9/21/2015	Evidence collected will be sign in sheets and professional development feedback forms.	6/8/2016 every-2-months
G1.MA1	Data from observations will be collected. This will include observation counts for DQ4 lessons and observer feedback. Lesson plans will be reviewed for effective DQ4 lessons and feedback will be provided to ensure targets are being met.	Fritz, Jason	9/21/2015	Evidence will include observation counts, lesson plan feedback forms, and student data from formative assessments, mini-assessments, and summative assessments.	6/8/2016 every-3-weeks
G1.B1.S1.MA1	Monitoring will take place through classroom walkthroughs and observations. Support will be provided by our instructional coaches and district coaches. Follow up training will be provided for all teachers.	Swinderman, Jacqueline	9/21/2015	Evidence will include observation counts, lesson plan feedback forms, and student data from formative assessments, mini-assessments, and summative assessments.	6/8/2016 monthly
G1.B1.S1.MA3	For teachers who need additional assistance, follow-up one to one training will be provided by an instructional coach.	Swinderman, Jacqueline	9/23/2015	Training notes, observation data, and teacher feedback will be used as evidence to monitor effective implementation of DQ4 lessons.	6/8/2016 every-3-weeks
G1.B1.S1.MA1	We will conduct classroom walkthroughs, review lesson plans, and conduct student/teacher data chats.	Swinderman, Jacqueline	9/21/2015	Evidence will include observation counts, lesson plan feedback forms, and student data from formative	6/8/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessments, mini-assessments, and summative assessments.	
G1.B1.S2.MA1	Feedback forms will be provided and discussed with teachers regarding effective DQ4 lesson plans.	Fritz, Jason	8/31/2015	Evidences will include lesson plans, iObservation data on DQ4, and lesson plan feedback forms.	6/8/2016 biweekly
G1.B1.S2.MA1	Lesson plans will be reviewed during grade level meetings, PLC's, and feedback will be provided using the lesson plan feedback form.	Fritz, Jason	8/31/2015	Evidences will include lesson plans, iObservation data on DQ4, and lesson plan feedback forms.	6/8/2016 biweekly
G2.MA1	Data that will be collected and reviewed will include number of enrichment opportunities offered, number of students attending available enrichment opportunities, lesson plans, teacher feedback, and PLC notes.	Swinderman, Jacqueline	9/14/2015	Data from each source will be reviewed in order to adjust enrichment programs, increase students participation in enrichment activities, and monitor for fidelity.	6/8/2016 every-3-weeks
G2.B2.S1.MA1	Teachers and staff will collaborate to assess effectiveness at reducing and eliminating barriers during PLC, Data Chats, and during staff meetings and development opportunities.	Swinderman, Jacqueline	9/21/2015	Evidence collected will include student, teacher, parent, and leadership feedback.	6/8/2016 every-3-weeks
G2.B2.S1.MA1	Lesson plans, PLC notes, and Enrichment attendance sheets will be reviewed to monitor for fidelity.	Swinderman, Jacqueline	9/21/2015	Evidence collected will include lesson plans, student/teacher data chat summaries, and data chat minutes.	6/8/2016 every-3-weeks

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. Teachers will increase the number of DQ4 lessons being implemented in the classrooms and thereby, increasing their rigor of instruction. (Provide Empowering Environments)

G1.B1 Lack of DQ4 professional development.

G1.B1.S1 Professional development will focus on the implementation of DQ4 lessons.

PD Opportunity 1

Professional development with a focus on DQ4 will be provided to instructional staff throughout the school year.

Facilitator

Jill Adcock

Participants

Teachers in PK-5

Schedule

Quarterly, from 9/23/2015 to 6/8/2016

G2. To increase student achievement Fern Creek Elementary will provide enrichment opportunities for all students in PK-5. (Accelerate Student Performance)

G2.B2 Opportunities for students to participate in enrichment activities.

G2.B2.S1 Provide professional development on the implementation of effective enrichment activities.

PD Opportunity 1

Teachers will be provided professional development to support the implementation of effective enrichment activities.

Facilitator

Jill Adcock; District Coach

Participants

Teachers in PK-5

Schedule

Every 2 Months, from 9/21/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Professional development with a focus on DQ4 will be provided to instructional staff throughout the school year.**				**$150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	0181 - Fern Creek Elementary	General Fund		$150.00
2	G1.B1.S2.A1	**Lesson plans will be reviewed by the admin team on a regular basis. Follow up professional development will be offered to teachers in need of additional support.**				**$150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374	130-Other Certified Instructional Personnel	0181 - Fern Creek Elementary	General Fund		$150.00
3	G2.B2.S1.A1	**Teachers will be provided professional development to support the implementation of effective enrichment activities.**				**$150.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	130-Other Certified Instructional Personnel	0181 - Fern Creek Elementary	General Fund		$150.00
					Total:	**$450.00**