

Fessenden Elementary School



2016-17 Schoolwide Improvement Plan

Fessenden Elementary School

4200 NW 89TH PL, Ocala, FL 34482

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 67% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | F | D* | F | D |

**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 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Fessenden Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|---|
| Northeast - Cassandra Brusca | Comprehensive Support & Improvement - Implementing Cycle 1 Dmt |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

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

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.

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

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.

3. Early Warning Systems

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

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

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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 5 | 4 | 8 | 12 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 1 | 2 | 2 | 3 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA or Math | 0 | 4 | 11 | 18 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 39 | 24 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 2 | 6 | 19 | 23 | 13 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |

c. 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, Bi weekly conferences with guidance counselor and dean, and the daily stars check in to address their attendance needs.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Our target for Parent involvement activities is to increase parental involvement participation by 10%.

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Brodie, Cynthia | Principal |
| Griffin, Jennifer | School Counselor |
| Bagley, Lorenzo | Dean |
| Johnson, James | Assistant Principal |
| Headley, Shannon | Instructional Coach |
| Eady, Moneshia | Instructional Coach |
| Boland, Rebecca | Instructional Coach |

b. Duties

1. 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.

Professional Development Specialist/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.

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

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|-------------------|
| Cynthia Brodie | Principal |
| Terri Christlieb | Teacher |
| Rose McCoy | Parent |
| Karlee Rochelle | Parent |
| James Johnson | Principal |
| Mrs. Irizzary | Parent |
| Jamie Slater | Parent |
| Mrs. Minchew | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first School Advisory Council meeting, the 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.

b. 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.

c. 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.

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

Our school will have money 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| Brodie, Cynthia | Principal |
| Headley, Shannon | Other |
| Griffin, Jennifer | School Counselor |
| Bagley, Lorenzo | Dean |
| Johnson, James | Assistant Principal |
| Lopez, Courtney | Teacher, K-12 |
| Christie, Cassandra | Teacher, K-12 |
| Lewis, Ramona | Teacher, K-12 |
| Cunningham, Deanna | Teacher, K-12 |
| Christlieb, Terri | Teacher, K-12 |
| Yarn, Katoya | Teacher, K-12 |

b. Duties

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

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 such as vocabulary and comprehension. In addition, our major initiative is to effectively support the K-5 implementation of Florida Standards.

D. Public and Collaborative Teaching

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

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

Fessenden Elementary School has monthly opportunities 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.

Also, teachers have daily occasions (50 minutes) which is built into the master schedule to collaborate around instructional practice and its impact on learning outcomes.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Marion County develops and provides teachers with Curriculum Maps based on the Florida Standards in all core subject areas. With 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. Fessenden Elementary School implements the Extended School Day to provide extra intervention support with students.

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Brodie, Cynthia, cynthia.brodie@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, I Ready, and AIMSWEB to help drive the student centered conversations concerning students.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

N/A

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If 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

G084128

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 65.0 |
| ELA/Reading Gains | 65.0 |

Targeted Barriers to Achieving the Goal 3

- Insufficient rigor in instruction that requires students to consistently utilize higher level thinking (whole/small group) in all subjects and able to explain or put their thought process into writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Curriculum - Wonders Reading Series
- Professional Development Specialist
- 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
- IReady

Plan to Monitor Progress Toward G1. 8

AIMSWEB, iReady, and Learning Checks will be monitored and reviewed throughout the year to determine progress toward the goals/targets.

Person Responsible

Cynthia Brodie

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Student targets, diagnostic assessment scores, and progress monitoring scores.

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

G084129

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 60.0 |
| Math Gains | 60.0 |
| Math Lowest 25% Gains | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation of instruction for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Curriculum Go Math
- District Math Coach - Title I
- Math Intervention Time Block
- Math Journals
- Fast Math
- iReady
- Math Solutions
- Grade Level STEM Lead Teachers

Plan to Monitor Progress Toward G2. 8

AIMSWEB, iReady, Fast Math, and Learning Checks will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Cynthia Brodie

Schedule

Biweekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Diagnostic as well as unit assessments and progress monitoring data will be collected.

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**

 **G084128**

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

 **B223525**

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

 **S235846**

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 opportunities and materials will be provided for teachers to better implement the Florida Standards, use of STEM, and English Language Arts.

Person Responsible

Cynthia Brodie

Schedule

Monthly, from 8/3/2016 to 5/25/2017

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 Professional Development Specialist and STEM Leads will provide training and support in the correct use of ELA, Interventions and MFAS instructional strategies to increase student achievement.

Person Responsible

Cynthia Brodie

Schedule

Monthly, from 8/3/2016 to 5/25/2017

Evidence of Completion

By the end of the first quarter 100% of the teachers will be utilizing the strategies effectively as seen through observations and walk-throughs.

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

Cynthia Brodie

Schedule

Monthly, from 9/1/2016 to 5/25/2017

Evidence of Completion

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


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

 G084129

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

 B223527

G2.B1.S1 Professional Development for teachers in the area of utilizing student data to develop differentiate effective teaching strategies. 4

 S235847

Strategy Rationale

If all teachers had professional development training on utilizing data for 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

Cynthia Brodie

Schedule

Monthly, from 9/1/2016 to 5/25/2017

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

Cynthia Brodie

Schedule

Monthly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Principal and Assistant Principal 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

Cynthia Brodie

Schedule

Monthly, from 9/1/2016 to 5/25/2017

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|-----------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.MA1 M309659 | AIMSWEB, iReady, and Learning Checks will be monitored and reviewed throughout the year to... | Brodie, Cynthia | 8/10/2016 | Student targets, diagnostic assessment scores, and progress monitoring scores. | 5/25/2017 biweekly |
| G2.MA1 M309662 | AIMSWEB, iReady, Fast Math, and Learning Checks will be collected and reviewed throughout the year... | Brodie, Cynthia | 9/1/2016 | Diagnostic as well as unit assessments and progress monitoring data will be collected. | 5/25/2017 biweekly |
| G1.B1.S1.MA1 M309657 | Classroom observations will be conducted to determine if teachers are utilizing the information... | Brodie, Cynthia | 9/1/2016 | True North Logic will be used to collect observation notes, walk throughs, and informal/formal observations. | 5/25/2017 monthly |
| G1.B1.S1.MA1 M309658 | Principal and assistant principal will provide facilitative leadership through coaching and... | Brodie, Cynthia | 8/3/2016 | By the end of the first quarter 100% of the teachers will be utilizing the strategies effectively as seen through observations and walk-throughs. | 5/25/2017 monthly |
| G1.B1.S1.A1 A304166 | Professional development opportunities and materials will be provided for teachers to better... | Brodie, Cynthia | 8/3/2016 | Sign in sheets and course data will be collected from True North Logic. | 5/25/2017 monthly |
| G2.B1.S1.MA1 M309660 | Classroom observations will be conducted to determine that teachers are implementing with fidelity... | Brodie, Cynthia | 9/1/2016 | Administration will complete classroom walk throughs, informal/formal observations, and conversations with teachers on their students learning. | 5/25/2017 monthly |
| G2.B1.S1.MA1 M309661 | Administration will monitor teacher lessons for consistent implementation of differentiation based... | Brodie, Cynthia | 9/1/2016 | Principal and Assistant Principal will be checking lesson plans and observations, walk throughs, and informal/formal observations in True North Logic. | 5/25/2017 monthly |
| G2.B1.S1.A1 A304167 | We will build in professional development in the yearly calendar for teachers and staff to attend... | Brodie, Cynthia | 9/1/2016 | True North Logic course information, attendance sheets, lesson plans, and observations. | 5/25/2017 monthly |

V. 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 (whole/small group) 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/Professional Development Specialist, and school based mini professional development.

PD Opportunity 1

Professional development opportunities and materials will be provided for teachers to better implement the Florida Standards, use of STEM, and English Language Arts.

Facilitator

Principal, AP, Professional Development Specialist, Math Coach

Participants

Teachers and staff

Schedule

Monthly, from 8/3/2016 to 5/25/2017

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 utilizing student data to develop differentiate 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

Cynthia Brodie, James Johnson, and Moneshia Eady

Participants

Teachers and staff

Schedule

Monthly, from 9/1/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---------------|--------------------|--|---|-----------------|-----|---------------------|
| 1 | G1.B1.S1.A1 | Professional development opportunities and materials will be provided for teachers to better implement the Florida Standards, use of STEM, and English Language Arts. | | | | \$90,882.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0211 - Fessenden Elementary School | | | \$20,161.00 |
| | | | <i>Notes: Planning, collaboration</i> | | | |
| | | | 0211 - Fessenden Elementary School | | | \$8,778.00 |
| | | | <i>Notes: Top Score Writing, Brain Pop, Classroom Materials</i> | | | |
| | | | 0211 - Fessenden Elementary School | | | \$61,943.00 |
| | | | <i>Notes: Personnel: 1/2 Time Math Coach, Paraprofessional</i> | | | |
| 2 | 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. | | | | \$21,978.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0211 - Fessenden Elementary School | | | \$16,966.00 |
| | | | <i>Notes: Technology</i> | | | |
| | | | 0211 - Fessenden Elementary School | Title I, Part A | | \$5,012.00 |
| | | | <i>Notes: Parents will be involved in these trainings</i> | | | |
| Total: | | | | | | \$112,860.00 |