

Fessenden Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	F	D*	F

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Fessenden Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

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.

Fessenden staff will continually develop as professionals in order to adapt to the academic, emotional and social needs of ourselves and our students.

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..Fessenden also has a Parent Liaison. The liaison gathers input throughout the school year from the community. That information is used to continually update the events/offerings at the school.

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

Professional development is centered around establishing classroom norms to accommodate student needs. 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. The school also works with local outside agencies to address needs we cannot address in school. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 & 2 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	16	9	6	10	9	8	0	0	0	0	0	0	0	58
One or more suspensions	11	5	6	10	8	10	0	0	0	0	0	0	0	50
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	4	5	13	15	0	0	0	0	0	0	0	45

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 receive three 45 minutes interventions sessions per week. Progress is determined by iReady. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/438425>.

2. Description

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

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

1. School Leadership Team

a. Membership

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

Name	Title
Niznik, Valda	Principal
Griffin, Jennifer	School Counselor
Johnson, James	Assistant Principal
Salas, Daphne	

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

The entire team 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 iReady and district assessments, 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
Valda Niznik	Principal
April Rose McCoy	Parent
Jamie Slater	Parent
Brandi Williams	Parent
Krystal Rodriguez	Parent
Bobbie Ann Gonzalez	Parent
Sharia Edge	Parent
Cassandra Christie	Parent
Agar Nancy Sanchez	Parent
Diana Schmidt	Business/Community
Angela Graham	Parent
Nicole Gloor	Parent
N'Jyria Sutton	Education Support Employee
Regina Christie	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

No

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

Current members are encouraged at every meeting to invite parents so they have a voice in their child's education.

Several Skylert messages and one newsletter have tried to recruit members.

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
Niznik, Valda	Principal
Griffin, Jennifer	School Counselor
Johnson, James	Assistant Principal
Lopez, Courtney	Teacher, K-12
Lewis, Ramona	Teacher, K-12
Cunningham, Deanna	Teacher, K-12
Yarn, Katoya	Teacher, K-12
Davis, Jane	Instructional Coach

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 create collaborative planning activities for teachers based on grade level needs. In addition, teachers meet 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. Optional scaffolded PD is offered two times a month entitled "Manic Mondays".

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 meet during Pre-School week and have a monthly "New to Fessenden" meetings. 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. Teachers in years 1-3 are also assigned a mentor teacher to help guide them through the foundational years of teaching.

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 and Next Generation SSS 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 teachers to collaboratively plan using Common Boards that implement the Florida Standards and NGSSS. We

meet with teachers on a weekly basis to discuss current data and make adjustments to the current standards-based instruction. 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 disaggregate the most recent data. The disaggregated data provides teachers with an opportunity to reflect on their instructional practice and make instructional adjustments based on student need, resulting in 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:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 stakeholders consistently communicate with families in order to promote a supportive learning environment, then positive relationships in the school community will increase.
- G2.** If ongoing targeted and differentiated training to address specific needs are provided to the entire educational community, then the community will have a stronger knowledge foundation to use as a resource to assist students with learning.
- G3.** If instructional staff at Fessenden Elementary School gain a strong foundational understanding of the depth and content of the standards, develop purposeful lessons, and develop research-based instructional practices, then student knowledge and student understanding will increase which will increase student achievement.

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 stakeholders consistently communicate with families in order to promote a supportive learning environment, then positive relationships in the school community will increase. 1a

G097463

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not have the necessary skills to facilitate strategic conversations.
- Teachers do not provide ongoing positive communication with families.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative team
- District personnel
- Professional Library
- Parent liaison

Plan to Monitor Progress Toward G1. 8

Teachers will graph the amount of conversations held throughout the year to determine if there was an increase in proactive and positive communication.

Person Responsible

Valda Niznik

Schedule

Semiannually, from 8/14/2017 to 4/6/2018

Evidence of Completion

Communication logs

G2. If ongoing targeted and differentiated training to address specific needs are provided to the entire educational community, then the community will have a stronger knowledge foundation to use as a resource to assist students with learning. 1a

G097464

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	
Effective+ Teachers (VAM)	
Highly Effective Teachers (VAM)	

Targeted Barriers to Achieving the Goal 3

- The staff lacks time to address necessary training.
- The school lacks clearly defined needs from the community.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff
- Planning time, preschool training, specials and faculty meetings
- Survey Monkey
- Fred Jones PD
- Title I funding
- District personnel

Plan to Monitor Progress Toward G2. 8

District and state student data, observational data

Person Responsible

Valda Niznik

Schedule

Monthly, from 10/23/2017 to 5/28/2018

Evidence of Completion

district & state student data, feedback & observational data

Plan to Monitor Progress Toward G2. 8

Positive feedback and increased parental involvement

Person Responsible

Valda Niznik

Schedule

Semiannually, from 12/4/2017 to 5/22/2018

Evidence of Completion

Surveys an sign-in sheets

G3. If instructional staff at Fessenden Elementary School gain a strong foundational understanding of the depth and content of the standards, develop purposeful lessons, and develop research-based instructional practices, then student knowledge and student understanding will increase which will increase student achievement. **1a**

 G097465

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.
- Professional Development on instructional strategies, foundational skills, and model follow up.

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 G3. **8**

District assessments and TNL data will be monitored and reviewed throughout the year to determine progress toward the goals/targets.

Person Responsible

Valda Niznik

Schedule

Biweekly, from 10/26/2016 to 5/25/2017

Evidence of Completion

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

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 stakeholders consistently communicate with families in order to promote a supportive learning environment, then positive relationships in the school community will increase. **1**

 G097463

G1.B1 Teachers do not have the necessary skills to facilitate strategic conversations. **2**

 B261989

G1.B1.S1 Provide PD offering strategies to increase communication in order to be proactive. **4**

 S277483

Strategy Rationale

By being proactive and taking a positive approach to communicating with families will create support for the school.

Action Step 1 **5**

Provide the staff with PD focused strategies that keep communication focused and positive.

Person Responsible

James Johnson

Schedule

On 8/10/2017

Evidence of Completion

Agenda and sign-in sheets

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

Parent communication logs will be checked monthly for effective use.

Person Responsible

Valda Niznik

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Parent communication logs will indicate consistent and positive entries.

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

As the months continue, we will look for positive notes. We will also compare the parent involvement numbers from last year to this year.

Person Responsible

Valda Niznik


Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Phone logs and parent attendance at events

G1.B2 Teachers do not provide ongoing positive communication with families. **2**

 B261990

G1.B2.S1 Provide a parent contact log with a clear goal to establish positive communication with all families within the first month of school. **4**

 S277484

Strategy Rationale

Establishing a positive rapport with families opens the door for more communication.

Action Step 1 **5**

Teachers will maintain communication logs with parents. [copy]

Person Responsible

James Johnson

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

communication logs, folders & parent survey

Action Step 2 **5**

Provide Families with information regarding school goals and compacts.

Person Responsible

Valda Niznik

Schedule

On 8/21/2017

Evidence of Completion

newsletter and returned slips

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

Parent Communication Logs

Person Responsible

Valda Niznik

Schedule

On 5/7/2018

Evidence of Completion

Parent contact logs will be submitted to principal.

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

Parent communication logs

Person Responsible

Valda Niznik


Schedule

Semiannually, from 12/4/2017 to 5/7/2018

Evidence of Completion

Summarized information for each family will be turned in to the school principal reflecting the amount of communication placing emphasis on positive interactions. Parent surveys will indicate increased and positive communications/interactions with staff.

G2. If ongoing targeted and differentiated training to address specific needs are provided to the entire educational community, then the community will have a stronger knowledge foundation to use as a resource to assist students with learning. 1

 G097464

G2.B1 The staff lacks time to address necessary training. 2

 B261991

G2.B1.S1 All available time (before, during and after school; early release, district in-service days, voluntary time) will be used to deliver the necessary, ongoing PD the school and community need to address needs. 4

 S277485

Strategy Rationale

Ensure that all school community members are provided adequate training based on needs.

Action Step 1 5

Establish Voluntary Manic Monday PD

Person Responsible

James Johnson

Schedule

Biweekly, from 8/28/2017 to 3/19/2018

Evidence of Completion

Sign-in sheets and evaluations

Action Step 2 5

Utilize Early Release Days for ongoing PD and Follow up

Person Responsible

James Johnson

Schedule

Biweekly, from 8/16/2017 to 5/16/2018

Evidence of Completion

Agendas

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

Use Leadership Meeting time to discuss progress and note in minutes

Person Responsible

Valda Niznik

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Sign-in sheets, observational data, participant feedback

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

Walkthrough data and survey data will be utilized to determine the educational impact

Person Responsible

Valda Niznik

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

observational, student and behavioral data

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

Walkthrough data and survey data will be utilized to determine the educational impact

Person Responsible

Valda Niznik


Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

observational, student and behavioral data

G2.B2 The school lacks clearly defined needs from the community. **2**

 B261992

G2.B2.S1 Utilize key community, SAC & PTO members to gather input on the community's PD needs

4

 S277486

Strategy Rationale

Promote the school as a resource for all members in order to give families a well-rounded and productive environment.

Action Step 1 **5**

Provide families with a survey (hard and soft copy) to determine needs

Person Responsible

Valda Niznik

Schedule

Triannually, from 9/12/2017 to 5/15/2018

Evidence of Completion

Sign in sheets and agendas.

Action Step 2 **5**

Reach out to members of the professional community to solicit resources

Person Responsible

Jennifer Griffin

Schedule

Annually, from 9/25/2017 to 5/21/2018

Evidence of Completion

Inventory

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

Leadership will consistently schedule training opportunities

Person Responsible

Valda Niznik

Schedule

Monthly, from 9/25/2017 to 4/23/2018

Evidence of Completion

calendar and sign-in sheets

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

Solicit direct and indirect feedback from Family members

Person Responsible

Valda Niznik

Schedule

Monthly, from 10/16/2017 to 5/21/2018

Evidence of Completion

Surveys

G3. If instructional staff at Fessenden Elementary School gain a strong foundational understanding of the depth and content of the standards, develop purposeful lessons, and develop research-based instructional practices, then student knowledge and student understanding will increase which will increase student achievement. 1

G097465

G3.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

B261993

G3.B1.S1 Provide professional development centered on Ambitious Instruction strategies. 4

S277487

Strategy Rationale

Teachers will develop the instructional skills necessary to provide the knowledge and depth of the requirements of the Florida Standards.

Action Step 1 5

Utilize faculty meetings as PD opportunities for teachers to analyze ambitious instruction and plan what they will do in class.

Person Responsible

Valda Niznik

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 G3.B1.S1 6

Principal, AP, PDS and Math Coach will facilitate discussions and plans centered on components of ambitious instruction. Time will be spent collecting what they know, don't know and application in the classroom.

Person Responsible

Valda Niznik

Schedule

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

Evidence of Completion

By the end of the 2nd semester, teachers will be demonstrating use of ambitious instruction components. This will be evidenced by positive increase in achievement and observations (informal and formal).

Plan to Monitor Effectiveness of Implementation of G3.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

Valda Niznik

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.

G3.B1.S2 Provide professional development centered around the depth and knowledge contained in the Florida Standards. 4

 S277488

Strategy Rationale

Teachers will gain a clearer understanding of the Florida Standards in order to deliver instruction that will positively impact the achievement of all learners.

Action Step 1 5

Provide frequent opportunities to explore the knowledge and skills in the Florida Standards in order to become proficient at teaching the standard.

Person Responsible

James Johnson

Schedule

Biweekly, from 1/3/2017 to 5/17/2017

Evidence of Completion

Faculty Meeting Agendas and Manic Monday Session sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Informal and formal observations (Domain 2) and formative assessments will be utilized.

Person Responsible

Valda Niznik

Schedule

Biweekly, from 1/3/2017 to 5/17/2017

Evidence of Completion

TNL and formative assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Formative checks will be issued according to the district calendar and analyzed by the leadership team and instructional staff. TNL ratings will be compared to determine if an increase of E and HE teachers have increased.

Person Responsible

Valda Niznik

Schedule

Monthly, from 1/3/2017 to 5/19/2017

Evidence of Completion

TNL ratings and formative district assessments.

G3.B1.S3 Provide resources aligned with the Florida Standards. 4

 S277489

Strategy Rationale

If teachers are provided with resources aligned with the Florida Standards, they will be better equipped to teach students appropriately.

Action Step 1 5

Provide curriculum map training to all instructional personnel.

Person Responsible

Valda Niznik

Schedule

Quarterly, from 8/8/2017 to 4/9/2018

Evidence of Completion

sign in sheets

Action Step 2 5

Provide training to all instructional staff: Gradual Release, iReady, Go Math, Wonders, Common Board

Person Responsible

Valda Niznik

Schedule

Monthly, from 8/7/2017 to 4/9/2018

Evidence of Completion

sign in sheets

Action Step 3 5

Book study: The Fundamental Five

Person Responsible

James Johnson

Schedule

Every 3 Weeks, from 9/25/2017 to 4/27/2018

Evidence of Completion

agendas and responses to reflective questions

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Provide training and book study discussion/application time to all staff members on Early Release Days, staff meetings and Manic Monday sessions (optional sessions tied to the needs of the faculty aligned with the SIP and personal goals)

Person Responsible

Valda Niznik

Schedule

Weekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

TNL observation data, sign in sheets, weekly reports from faculty meeting notes (Fessenden Focus newsletter)

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Item Specs Curriculum Maps

Person Responsible

Valda Niznik

Schedule

Monthly, from 8/28/2017 to 3/26/2018

Evidence of Completion

sign in sheets

G3.B2 Professional Development on instructional strategies, foundational skills, and model follow up. 2

 B261994

G3.B2.S1 Meet with Leadership team to analyze data in order to plan staff PD quarterly. 4

 S277490

Strategy Rationale

Provide focus for strategic PD

Action Step 1 5

Leadership Team will meet 4 times a year to plan for upcoming PD based on student data and teacher need.

Person Responsible

Valda Niznik

Schedule

Quarterly, from 10/25/2017 to 5/23/2018

Evidence of Completion

Leadership Team Agenda and Calendar

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Quarterly walkthroughs & TNL data

Person Responsible

Valda Niznik

Schedule

Quarterly, from 10/25/2017 to 4/25/2018

Evidence of Completion

TNL data and checklist of activities conducted

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

TNL and observation notes will be reviewed on a quarterly basis

Person Responsible

Valda Niznik

Schedule

Quarterly, from 10/25/2017 to 4/25/2018

Evidence of Completion

meeting notes

G3.B2.S2 Provide multiple opportunities to train staff in: Gradual Release, Common Board, and Unwrapping Standards PD 4

 S277491

Strategy Rationale

Provide foundational instructional strategies to align with the depth and content of the Florida Standards

Action Step 1 5

Utilize Manic Mondays and Faculty Meetings to deliver essential PD

Person Responsible

Valda Niznik

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Sign-in sheets and Agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Strategically use walk-through forms to indicate good models of instructional strategies.

Person Responsible

Valda Niznik

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

TNL data and notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

TNL data and notes will be reviewed on a bi-weekly basis to determine effectiveness. Student data will also be reviewed on a regular basis when reported to see increases in student achievement.

Person Responsible

Valda Niznik

Schedule

Biweekly, from 5/16/2018 to 5/23/2018

Evidence of Completion

iReady and district assessment data along with TNL ratings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S2.MA1 M403007	Informal and formal observations (Domain 2) and formative assessments will be utilized.	Niznik, Valda	1/3/2017	TNL and formative assessments	5/17/2017 biweekly
G3.B1.S2.A1 A373917	Provide frequent opportunities to explore the knowledge and skills in the Florida Standards in...	Johnson, James	1/3/2017	Faculty Meeting Agendas and Manic Monday Session sign in sheets	5/17/2017 biweekly
G3.B1.S2.MA1 M403006	Formative checks will be issued according to the district calendar and analyzed by the leadership...	Niznik, Valda	1/3/2017	TNL ratings and formative district assessments.	5/19/2017 monthly
G3.MA1 M403014	District assessments and TNL data will be monitored and reviewed throughout the year to determine...	Niznik, Valda	10/26/2016	Student targets, TNL data diagnostic assessment scores, and progress monitoring scores.	5/25/2017 biweekly
G3.B1.S1.MA1 M403004	Classroom observations will be conducted to determine if teachers are utilizing the information...	Niznik, Valda	9/1/2016	True North Logic will be used to collect observation notes, walk throughs, and informal/formal observations.	5/25/2017 monthly
G3.B1.S1.MA1 M403005	Principal, AP, PDS and Math Coach will facilitate discussions and plans centered on components of...	Niznik, Valda	8/3/2016	By the end of the 2nd semester, teachers will be demonstrating use of ambitious instruction components. This will be evidenced by positive increase in achievement and observations (informal and formal).	5/25/2017 monthly
G3.B1.S1.A1 A373916	Utilize faculty meetings as PD opportunities for teachers to analyze ambitious instruction and plan...	Niznik, Valda	8/3/2016	Sign in sheets and course data will be collected from True North Logic.	5/25/2017 monthly
G1.B1.S1.A1 A373909	Provide the staff with PD focused strategies that keep communication focused and positive.	Johnson, James	8/10/2017	Agenda and sign-in sheets	8/10/2017 one-time
G1.B2.S1.A2 A373911	Provide Families with information regarding school goals and compacts.	Niznik, Valda	8/21/2017	newsletter and returned slips	8/21/2017 one-time
G2.B1.S1.A1 A373912	Establish Voluntary Manic Monday PD	Johnson, James	8/28/2017	Sign-in sheets and evaluations	3/19/2018 biweekly
G3.B1.S3.MA1 M403008	Item Specs Curriculum Maps	Niznik, Valda	8/28/2017	sign in sheets	3/26/2018 monthly
G1.MA1 M402996	Teachers will graph the amount of conversations held throughout the year to determine if their was...	Niznik, Valda	8/14/2017	Communication logs	4/6/2018 semiannually
G3.B1.S3.A1 A373918	Provide curriculum map training to all instructional personnel.	Niznik, Valda	8/8/2017	sign in sheets	4/9/2018 quarterly
G3.B1.S3.A2 A373919	Provide training to all instructional staff: Gradual Release, iReady, Go Math, Wonders, Common Board	Niznik, Valda	8/7/2017	sign in sheets	4/9/2018 monthly
G2.B2.S1.MA1 M403001	Leadership will consistently schedule training opportunities	Niznik, Valda	9/25/2017	calendar and sign-in sheets	4/23/2018 monthly
G3.B2.S1.MA1 M403010	TNL and observation notes will be reviewed on a quarterly basis	Niznik, Valda	10/25/2017	meeting notes	4/25/2018 quarterly
G3.B2.S1.MA1 M403011	Quarterly walkthroughs & TNL data	Niznik, Valda	10/25/2017	TNL data and checklist of activities conducted	4/25/2018 quarterly
G3.B1.S3.A3 A373920	Book study: The Fundamental Five	Johnson, James	9/25/2017	agendas and responses to reflective questions	4/27/2018 every-3-weeks
G1.B2.S1.MA1 M402994	Parent communication logs	Niznik, Valda	12/4/2017	Summarized information for each family will be turned in to the school principal reflecting the amount of	5/7/2018 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				communication placing emphasis on positive interactions. Parent surveys will indicate increased and positive communications/interactions with staff.	
G1.B2.S1.MA1 M402995	Parent Communication Logs	Niznik, Valda	12/4/2017	Parent contact logs will be submitted to principal.	5/7/2018 one-time
G2.B2.S1.A1 A373914	Provide families with a survey (hard and soft copy) to determine needs	Niznik, Valda	9/12/2017	Sign in sheets and agendas.	5/15/2018 triannually
G2.B1.S1.A2 A373913	Utilize Early Release Days for ongoing PD and Follow up	Johnson, James	8/16/2017	Agendas	5/16/2018 biweekly
G1.B1.S1.MA1 M402992	As the months continue, we will look for positive notes. We will also compare the parent...	Niznik, Valda	9/18/2017	Phone logs and parent attendance at events	5/18/2018 monthly
G1.B1.S1.MA1 M402993	Parent communication logs will be checked monthly for effective use.	Niznik, Valda	8/14/2017	Parent communication logs will indicate consistent and positive entries.	5/18/2018 daily
G1.B2.S1.A1 A373910	Teachers will maintain communication logs with parents. [copy]	Johnson, James	8/21/2017	communication logs, folders & parent survey	5/18/2018 daily
G3.B1.S3.MA1 M403009	Provide training and book study discussion/application time to all staff members on Early Release...	Niznik, Valda	8/3/2017	TNL observation data, sign in sheets, weekly reports from faculty meeting notes (Fessenden Focus newsletter)	5/18/2018 weekly
G2.B1.S1.MA1 M402997	Walkthrough data and survey data will be utilized to determine the educational impact	Niznik, Valda	9/11/2017	observational, student and behavioral data	5/21/2018 weekly
G2.B1.S1.MA1 M402998	Walkthrough data and survey data will be utilized to determine the educational impact	Niznik, Valda	9/11/2017	observational, student and behavioral data	5/21/2018 weekly
G2.B1.S1.MA1 M402999	Use Leadership Meeting time to discuss progress and note in minutes	Niznik, Valda	9/11/2017	Sign-in sheets, observational data, participant feedback	5/21/2018 weekly
G2.B2.S1.MA1 M403000	Solicit direct and indirect feedback from Family members	Niznik, Valda	10/16/2017	Surveys	5/21/2018 monthly
G2.B2.S1.A2 A373915	Reach out to members of the professional community to solicit resources	Griffin, Jennifer	9/25/2017	Inventory	5/21/2018 annually
G2.MA2 M403003	Positive feedback and increased parental involvement	Niznik, Valda	12/4/2017	Surveys an sign-in sheets	5/22/2018 semiannually
G3.B2.S1.A1 A373921	Leadership Team will meet 4 times a year to plan for upcoming PD based on student data and teacher...	Niznik, Valda	10/25/2017	Leadership Team Agenda and Calendar	5/23/2018 quarterly
G3.B2.S2.MA1 M403012	TNL data and notes will be reviewed on a bi-weekly basis to determine effectiveness. Student data...	Niznik, Valda	5/16/2018	iReady and district assessment data along with TNL ratings	5/23/2018 biweekly
G3.B2.S2.A1 A373922	Utilize Manic Mondays and Faculty Meetings to deliver essential PD	Niznik, Valda	8/23/2017	Sign-in sheets and Agendas	5/23/2018 biweekly
G3.B2.S2.MA1 M403013	Strategically use walk-through forms to indicate good models of instructional strategies.	Niznik, Valda	9/4/2017	TNL data and notes	5/25/2018 daily
G2.MA1 M403002	District and state student data, observational data	Niznik, Valda	10/23/2017	district & state student data, feedback & observational data	5/28/2018 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 stakeholders consistently communicate with families in order to promote a supportive learning environment, then positive relationships in the school community will increase.

G1.B1 Teachers do not have the necessary skills to facilitate strategic conversations.

G1.B1.S1 Provide PD offering strategies to increase communication in order to be proactive.

PD Opportunity 1

Provide the staff with PD focused strategies that keep communication focused and positive.

Facilitator

James Johnson

Participants

all staff

Schedule

On 8/10/2017

G2. If ongoing targeted and differentiated training to address specific needs are provided to the entire educational community, then the community will have a stronger knowledge foundation to use as a resource to assist students with learning.

G2.B1 The staff lacks time to address necessary training.

G2.B1.S1 All available time (before, during and after school; early release, district in-service days, voluntary time) will be used to deliver the necessary, ongoing PD the school and community need to address needs.

PD Opportunity 1

Establish Voluntary Manic Monday PD

Facilitator

Specified teachers, Principal, AP and Academic Coaches

Participants

All school Staff

Schedule

Biweekly, from 8/28/2017 to 3/19/2018

PD Opportunity 2

Utilize Early Release Days for ongoing PD and Follow up

Facilitator

Principal, AP and Academic Coaches

Participants

All staff

Schedule

Biweekly, from 8/16/2017 to 5/16/2018

G3. If instructional staff at Fessenden Elementary School gain a strong foundational understanding of the depth and content of the standards, develop purposeful lessons, and develop research-based instructional practices, then student knowledge and student understanding will increase which will increase student achievement.

G3.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.

G3.B1.S1 Provide professional development centered on Ambitious Instruction strategies.

PD Opportunity 1

Utilize faculty meetings as PD opportunities for teachers to analyze ambitious instruction and plan what they will do in class.

Facilitator

Principal, AP, Professional Development Specialist, Math Coach

Participants

Teachers

Schedule

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

G3.B1.S2 Provide professional development centered around the depth and knowledge contained in the Florida Standards.

PD Opportunity 1

Provide frequent opportunities to explore the knowledge and skills in the Florida Standards in order to become proficient at teaching the standard.

Facilitator

Principal, AP, PDS and Math Coach

Participants

instructional staff

Schedule

Biweekly, from 1/3/2017 to 5/17/2017

G3.B1.S3 Provide resources aligned with the Florida Standards.

PD Opportunity 1

Provide curriculum map training to all instructional personnel.

Facilitator

District Personnel and CASs

Participants

All instructional staff

Schedule

Quarterly, from 8/8/2017 to 4/9/2018

PD Opportunity 2

Provide training to all instructional staff: Gradual Release, iReady, Go Math, Wonders, Common Board

Facilitator

District personnel, CAS, Mrs. Niznik, Mr. Johnson

Participants

all instructional staff

Schedule

Monthly, from 8/7/2017 to 4/9/2018

PD Opportunity 3

Book study: The Fundamental Five

Facilitator

Mrs. Niznik and Mr. Johnson

Participants

All instructional personnel

Schedule

Every 3 Weeks, from 9/25/2017 to 4/27/2018

G3.B2 Professional Development on instructional strategies, foundational skills, and model follow up.

G3.B2.S2 Provide multiple opportunities to train staff in: Gradual Release, Common Board, and Unwrapping Standards PD

PD Opportunity 1

Utilize Manic Mondays and Faculty Meetings to deliver essential PD

Facilitator

Principal, AP and CASs

Participants

Teachers

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

VI. Technical Assistance Items

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

G2. If ongoing targeted and differentiated training to address specific needs are provided to the entire educational community, then the community will have a stronger knowledge foundation to use as a resource to assist students with learning.

G2.B2 The school lacks clearly defined needs from the community.

G2.B2.S1 Utilize key community, SAC & PTO members to gather input on the community's PD needs

TA Opportunity 1

Provide families with a survey (hard and soft copy) to determine needs

Facilitator

Valda Niznik

Participants

School Families

Schedule

Triannually, from 9/12/2017 to 5/15/2018

TA Opportunity 2

Reach out to members of the professional community to solicit resources

Facilitator

N'jyria Sutton

Participants

Professional businesses

Schedule

Annually, from 9/25/2017 to 5/21/2018

G3. If instructional staff at Fessenden Elementary School gain a strong foundational understanding of the depth and content of the standards, develop purposeful lessons, and develop research-based instructional practices, then student knowledge and student understanding will increase which will increase student achievement.

G3.B2 Professional Development on instructional strategies, foundational skills, and model follow up.

G3.B2.S1 Meet with Leadership team to analyze data in order to plan staff PD quarterly.

TA Opportunity 1

Leadership Team will meet 4 times a year to plan for upcoming PD based on student data and teacher need.

Facilitator

Valda Niznik & Matt Johnson

Participants

Leadership Team

Schedule

Quarterly, from 10/25/2017 to 5/23/2018

VII. Budget

1	G1.B1.S1.A1	Provide the staff with PD focused strategies that keep communication focused and positive.				\$0.00
2	G1.B2.S1.A1	Teachers will maintain communication logs with parents. [copy]				\$4,090.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$2,100.00
Notes: Paper for copies/toner cartridges						
	6150	390-Other Purchased Services	0211 - Fessenden Elementary School	Title, I Part A		\$1,630.00
Notes: Student planners 2nd-5th grade						
	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$360.00
Notes: K-2 communication folders						
3	G1.B2.S1.A2	Provide Families with information regarding school goals and compacts.				\$1,951.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0211 - Fessenden Elementary School	Title, I Part A		\$275.00
Notes: Student compacts/Printing of Parent and Family Engagement Plan						

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	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$499.00
			<i>Notes: Consumable Resources for Parent Night activities</i>			
	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$500.00
			<i>Notes: Parent Nights- Food</i>			
	5100	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$400.00
			<i>Notes: Classroom consumables</i>			
	5100	590-Other Materials and Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$277.00
			<i>Notes: Classroom non-consumables</i>			
4	G2.B1.S1.A1	Establish Voluntary Manic Monday PD				\$0.00
5	G2.B1.S1.A2	Utilize Early Release Days for ongoing PD and Follow up				\$188,785.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0211 - Fessenden Elementary School	Title, I Part A	3.0	\$188,785.00
			<i>Notes: 3 CAS</i>			
6	G2.B2.S1.A1	Provide families with a survey (hard and soft copy) to determine needs				\$81.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$81.00
			<i>Notes: Notes</i>			
7	G2.B2.S1.A2	Reach out to members of the professional community to solicit resources				\$0.00
8	G3.B1.S1.A1	Utilize faculty meetings as PD opportunities for teachers to analyze ambitious instruction and plan what they will do in class.				\$0.00
9	G3.B1.S2.A1	Provide frequent opportunities to explore the knowledge and skills in the Florida Standards in order to become proficient at teaching the standard.				\$6,503.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0211 - Fessenden Elementary School	Title, I Part A		\$6,503.00
			<i>Notes: Vertical and horizontal curriculum collaboration</i>			
10	G3.B1.S3.A1	Provide curriculum map training to all instructional personnel.				\$0.00
11	G3.B1.S3.A2	Provide training to all instructional staff: Gradual Release, iReady, Go Math, Wonders, Common Board				\$36,137.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6400	310-Professional and Technical Services	0211 - Fessenden Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: i-Ready on-site PD</i>			
	5100	600-Capital Outlay	0211 - Fessenden Elementary School	Title, I Part A		\$8,986.00
			<i>Notes: Clear Touch IFP</i>			
	5100	600-Capital Outlay	0211 - Fessenden Elementary School	Title, I Part A		\$1,442.00
			<i>Notes: Mobile stand cart</i>			
	5100	600-Capital Outlay	0211 - Fessenden Elementary School	Title, I Part A		\$977.00
			<i>Notes: Hovercamera Solo 8 Document camera</i>			
	5100	360-Rentals	0211 - Fessenden Elementary School	Title, I Part A		\$13,559.00
			<i>Notes: i-Ready Instruction package</i>			
	5100	590-Other Materials and Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$8,173.00
			<i>Notes: i-Ready teacher and student books</i>			
12	G3.B1.S3.A3	Book study: The Fundamental Five				\$58,683.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0211 - Fessenden Elementary School	Title, I Part A		\$58,683.00
			<i>Notes: Paraprofessional Salaries</i>			
13	G3.B2.S1.A1	Leadership Team will meet 4 times a year to plan for upcoming PD based on student data and teacher need.				\$1,422.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0211 - Fessenden Elementary School	Title, I Part A		\$1,422.00
			<i>Notes: Notes</i>			
14	G3.B2.S2.A1	Utilize Manic Mondays and Faculty Meetings to deliver essential PD				\$0.00
					Total:	\$297,652.00