Fessenden Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	F	C	F	D*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Redd, Lacy	Principal
Griffin, Jennifer	School Counselor
	Assistant Principal
Lewis, Ramona	Dean
Hauk, Courtney	Instructional Coach
Fider, Caswell	Instructional Coach
Coy, Lisa	Assistant Principal

Duties

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

The Leadership team at FES leads all staff development, data meetings, behavior management and sets expectations and follows up on the expectations set. We meet weekly to develop plans to improve the school, monitor our goals, and gather resources for employees. We have the following set goals: 1. Passion - foster it in each other and the kids 2. Set clear performance goals 3. Build strong relationships with teachers and kids 4. Have a contagious enthusiasm and the ability to inspire others.

Early Warning Systems

Year 2017-18

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	2	13	11	14	2	14	0	0	0	0	0	0	0	56
One or more suspensions	0	0	1	2	4	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	4	2	9	2	5	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	19	28	0	0	0	0	0	0	0	0	47

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	1	5	4	6	0	4	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	9	0	0	0	0	0	0	0	0	0	9

Date this data was collected
Monday 10/8/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Proficiency low with 26%
However Math Gains 21% and lower quartile 21% very low
Science also low 21%

Which data component showed the greatest decline from prior year?

ELA proficiency dropped from 42% to 26%
ELA Gains from 54% to 27%
Lower quartile from 36% to 28%
All of math had significant drops as well

Which data component had the biggest gap when compared to the state average?

Math Learning Gains 20% to states 59%

Which data component showed the most improvement? Is this a trend?

No improvements

Describe the actions or changes that led to the improvement in this area.

N/A

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	26%	46%	56%	30%	47%	52%
ELA Learning Gains	27%	44%	55%	36%	49%	52%
ELA Lowest 25th Percentile	28%	37%	48%	38%	47%	46%
Math Achievement	34%	49%	62%	28%	48%	58%
Math Learning Gains	20%	46%	59%	30%	47%	58%
Math Lowest 25th Percentile	21%	35%	47%	24%	40%	46%
Science Achievement	21%	51%	55%	25%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2 (16)	13 (9)	11 (6)	14 (10)	2 (9)	14 (8)	56 (58)
One or more suspensions	0 (11)	0 (5)	1 (6)	2 (10)	4 (8)	2 (10)	9 (50)
Course failure in ELA or Math	0 (0)	4 (4)	2 (11)	9 (18)	2 (4)	5 (6)	22 (43)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (39)	28 (24)	0 (32)	47 (95)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	26%	46%	-20%	57%	-31%
	2017	42%	50%	-8%	58%	-16%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	26%	43%	-17%	56%	-30%
	2017	54%	52%	2%	56%	-2%
Same Grade Comparison		-28%				
Cohort Comparison		-16%				
05	2018	22%	46%	-24%	55%	-33%
	2017	36%	47%	-11%	53%	-17%
Same Grade Comparison		-14%				
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	48%	-9%	62%	-23%
	2017	44%	48%	-4%	62%	-18%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2018	28%	47%	-19%	62%	-34%	
	2017	41%	55%	-14%	64%	-23%	
Same Grade Comparison		-13%					
Cohort Comparison		-16%					
05	2018	21%	50%	-29%	61%	-40%	
	2017	34%	45%	-11%	57%	-23%	
Same Grade Comparison		-13%					
Cohort Comparison		-20%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	19%	49%	-30%	55%	-36%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	29	45	18	19	20					
ELL	21	24		25	6						
BLK	17	25	29	28	23	22	9				
HSP	34	28		38	14		25				
WHT	34	31		40	23		38				
FRL	23	27	29	31	20	23	16				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	57		13	29						
ELL	28	61		25	46	64	23				
BLK	39	48	57	32	49	50	7				
HSP	43	65	46	40	51	60	52				
WHT	51	68		50	60		29				
FRL	40	59	55	36	50	58	27				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:	

Activity #1	
Title	Academic Achievement
Rationale	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.
Intended Outcome	Increase all ELA, Math and Science areas by at least 15 percentage points on FSA for 3rd, 4th and 5th. For K-2 we will increase percentage of students scoring in green by 15% on diagnostic 3 on I-ready Reading and Math.
Point Person	Lacy Redd (lacy.redd@marion.k12.fl.us)

Action Step	
Description	Professional Development will be provided to administration, coaches and to teachers by Principal and Turn Around Specialist contracted by the school through Ro Educational Leadership in creating clear student achievement goals, teacher techniques that are evidenced-based with a high impact on learning. Teacher instructional rounds to observe each other with feedback. Effective teamwork setting meaningful purposeful goals, determining valid and reliable metrics, tracking performance, planning collaboratively and effectively, and using critical skill of collaborative reflection for root cause analysis. Full time Coaches in ELA and Math will be trained in effective conferencing, data collection and presentation, and observational skills. Admin will be trained in quality feedback that drives instructional changes. Coaches will work specifically with 3rd, 4th and 5th grade students struggling with standards mastery Science vendor will be brought in to provide handson mini lessons, hands-on inquiry based activities and scenarios on science standards.
Person Responsible	Lacy Redd (lacy.redd@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	A standards based mastery mini assessment through I ready or unify will be given at the end of each unit of instruction in reading. math and science, reviewed with teachers to be used for next round of planning instruction and drive reteaching opportunities. I ready diagnostic will be given 3 times a year and reviewed and MTSS groups planned accordingly. Math facts acquisition will be tracked by students.
Person Responsible	Lacy Redd (lacy.redd@marion.k12.fl.us)

Activity #2	
Title	Behavior/Engagement
Rationale	If all stakeholders establish and enforce school-wide expectations and behaviors, then students will be engaged during instructional time which will result in increased academic achievement.
Intended Outcome	Full implementation of Positive Behavioral Support which will increase positive behaviors and decrease negative behaviors.
Point Person	Ramona Lewis (ramona.lewis@marion.k12.fl.us)

Action Step	
Description	Fully Implement PBS and purchase of any supplies needed. School wide expectations set and shared with all. Teachers and staff trained in de-escalation techniques and planning and carrying out engaging lessons.
Person Responsible	Ramona Lewis (ramona.lewis@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Agendas and minutes will be kept on all meetings. Discipline data will be reviewed monthly. Proper data collection is being done this year, so numbers of referrals may increase. However we will document the activities that will be done proactively to reduce behavior in classrooms.
Person Responsible	Ramona Lewis (ramona.lewis@marion.k12.fl.us)

Activity #3	
Title	Parent Involvement
Rationale	The more we can get parents involved in their child's education as a partner, the better for the student.
Intended Outcome	Increase parent involvement by 10%, using sign in sheets to document parent attendance at events as compared to last years attendance. An increase in surveys filled out as well.
Point Person	Jennifer Griffin (jennifer.griffin2@marion.k12.fl.us)

Action Step	
Description	Through the Parent Engagement Plan, we will host parent nights, provide training in order for parents to help their students, and plan events for parent involvement into the school. Planners/folders will be used to improve communication between school and home.
Person Responsible	Jennifer Griffin (jennifer.griffin2@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Parent Involvement will improve by 10% according to sign in sheets as compared to 2017-18
Person Responsible	Jennifer Griffin (jennifer.griffin2@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts
to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every
Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I
schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our target for Parent involvement activities is to increase parental involvement participation by 10%. as compared to last years number of parent sign ins.

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

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 nuturing, 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.

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.

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 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 referral.) 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.
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

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.

Part V: Budget

Total:	$389,786.00