

Marion County Public Schools

Fessenden Elementary School



2019-20 Schoolwide Improvement Plan

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Fessenden Elementary School

4200 NW 89TH PL, Ocala, FL 34482

[no web address on file]

Demographics

Principal: Stacie Newmones

Start Date for this Principal: 7/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: F (25%) 2016-17: C (48%) 2015-16: F (30%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	F	C	F

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<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	Job Duties and Responsibilities
Redd, Lacy	Principal	
Hauk, Courtney	Instructional Coach	
Coy, Lisa	Assistant Principal	
Colvin, Suzy	Instructional Coach	Monitor MTSS
Slagle, Mary	Instructional Coach	Reading CAS
Lewis-Johnson, Ramona	Dean	
Martin-Donald, Kimberly	School Counselor	Counselor

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	70	53	95	46	53	0	0	0	0	0	0	0	359
Attendance below 90 percent	33	29	40	41	27	34	0	0	0	0	0	0	0	204
One or more suspensions	2	1	7	11	16	19	0	0	0	0	0	0	0	56
Course failure in ELA or Math	5	5	15	4	7	2	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	30	14	22	0	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	6	20	20	24	44	0	0	0	0	0	0	0	126

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	19	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Tuesday 7/9/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	4	6	0	4	0	0	0	0	0	0	0	20

Prior Year - 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	34	29	39	40	28	19	0	0	0	0	0	0	0	189
One or more suspensions	2	1	7	10	16	18	0	0	0	0	0	0	0	54
Course failure in ELA or Math	5	5	16	0	7	2	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	30	14	22	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	5	12	27	13	26	0	0	0	0	0	0	0	87

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	47%	57%	45%	52%	55%
ELA Learning Gains	50%	56%	58%	61%	57%	57%
ELA Lowest 25th Percentile	55%	52%	53%	56%	53%	52%
Math Achievement	31%	51%	63%	41%	52%	61%
Math Learning Gains	43%	58%	62%	53%	54%	61%
Math Lowest 25th Percentile	57%	49%	51%	50%	43%	51%
Science Achievement	29%	47%	53%	31%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	42 (0)	70 (0)	53 (0)	95 (0)	46 (0)	53 (0)	359 (0)
Attendance below 90 percent	33 (2)	29 (13)	40 (11)	41 (14)	27 (2)	34 (14)	204 (56)
One or more suspensions	2 (0)	1 (0)	7 (1)	11 (2)	16 (4)	19 (2)	56 (9)
Course failure in ELA or Math	5 (0)	5 (4)	15 (2)	4 (9)	7 (2)	2 (5)	38 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (19)	14 (28)	22 (0)	66 (47)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	44%	-20%	58%	-34%
	2018	26%	46%	-20%	57%	-31%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	40%	49%	-9%	58%	-18%
	2018	26%	43%	-17%	56%	-30%
Same Grade Comparison		14%				
Cohort Comparison		14%				
05	2019	31%	45%	-14%	56%	-25%
	2018	22%	46%	-24%	55%	-33%
Same Grade Comparison		9%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	49%	-12%	62%	-25%
	2018	39%	48%	-9%	62%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	15%	54%	-39%	64%	-49%
	2018	28%	47%	-19%	62%	-34%
Same Grade Comparison		-13%				
Cohort Comparison		-24%				
05	2019	36%	45%	-9%	60%	-24%
	2018	21%	50%	-29%	61%	-40%
Same Grade Comparison		15%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	44%	-13%	53%	-22%
	2018	19%	49%	-30%	55%	-36%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	35		14	31						

2019 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 2017-18	C & C Accel 2017-18
ELL	35	44		38	35		18				
BLK	19	50	50	21	41	47	19				
HSP	29	52		35	41		24				
WHT	44	50		42	49		53				
FRL	23	49	56	29	47	58	24				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was Science at 29% proficiency. We believe our low reading proficiency is making it difficult for the 5th grade students to read and understand the science questions on fsa, as well as we struggle across the board in the area of vocabulary, which impacts science .

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The only area we declined in was in Mathematics proficiency from 34% to 31%, predominantly our 4th grade math performance at 15% was substantially low. Our 4th grade team was completely made up of substitutes for the first nine weeks and struggled recovering from that.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Mathematics achievement has the biggest gap from school to state with a 32% gap , School at 31% and state at 63%. Teacher shortage caused substitutes for many classrooms,, students with academic gaps from previous grade levels, in particular low performance in 4th grade caused average to be low with the other grades with increase percentages.

Which data component showed the most improvement? What new actions did your school take in this area?

Lower quartile gains in ELA and Mathematics both showed huge improvements. ELA from 28% to 55% and Math from 21% to 57%. Our identification early of the lower quartile and specific targeted instruction to these students through small group increased these scores.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90% is of concern with 204 students with that indicator. Also 66 Level 1 performance on state assessment tests. 126 total students with 2 or more indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Higher and retain a stable staff
2. A common and deeper understanding of the ELA, Math and Science standards
3. A common expectation of high quality student work as defined by common unit formative assessments.
4. A common instructional approach for each content area.
5. A system of using ongoing formative student achievement data that would encourage collaborative reflection about improving instruction and increasing student achievement.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic Achievement
Rationale	A continued pattern of low proficiency in Reading and Math and low performance on standards checks, demonstrates a weakness in standards-based instructional practice.
State the measurable outcome the school plans to achieve	<p>If teachers implement effective standards based instruction in ELA, Math and science, then student proficiency will increase by the following measures:</p> <p>Subject Grades Assessment Proficiency Goal Learning Gains Goal Lower Quartile Learning Gains Goals</p> <p>ELA K iReady 90%+ < 5% in Red 1 iReady 75% < 5% in Red 2 iReady 60% < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Math K iReady < 5% in Red 1 iReady < 5% in Red 2 iReady < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Science 5 FSA 50%</p>
Person responsible for monitoring outcome	Lacy Redd (lacy.redd@marion.k12.fl.us)
Evidence-based Strategy	Collaborative Planning using Florida standards to support standards based instruction.
Rationale for Evidence-based Strategy	Teachers struggle with knowing their standards as evidence by observations during collaborative planning, and their instruction . Collaborative planning will be supported by administration and coaches.
Action Step	
Description	1. Continue reviewing standards during weekly collaborative planning Mondays and Thursdays 2. Studying DOE materials 3. Continue collaborative planning with support 4. Monitor Collaborative planning 5. Continue observing in classrooms
Person Responsible	Lacy Redd (lacy.redd@marion.k12.fl.us)

#2	
Title	Behavior and Engagement
Rationale	We continue to have a large number of behavior referrals resulting in missed academic time and low performance. With 56 students with one or more suspensions our goal is to reduce this by ten percent.
State the measurable outcome the school plans to achieve	<p>If all stakeholders establish and enforce school-wide expectations and behaviors, then students will be engaged during instructional time which will result in a ten percent decrease in students with one or more suspension. this in turn will increased academic achievement as measured by end of year assessments.</p> <p>Subject Grades Assessment Proficiency Goal Learning Gains Goal Lower Quartile Learning Gains Goals</p> <p>ELA K iReady 90%+ < 5% in Red 1 iReady 75% < 5% in Red 2 iReady 60% < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Math K iReady < 5% in Red 1 iReady < 5% in Red 2 iReady < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Science 5 FSA 50%</p>
Person responsible for monitoring outcome	Ramona Lewis-Johnson (ramona.lewis-johnson@marion.k12.fl.us)
Evidence-based Strategy	<p>If FDE incorporates PBS and Stanford Harmony into it's daily expectations and behaviors we will see a decrease in disruptive behaviors.</p> <p>Today's schoolchildren confront an increasingly fraught testing environment, a lower tolerance for physical acting out, and the pervasive threat of violence. We will fully Implement PBS and purchase of any supplies needed. We will also impliment Implement Sanford Harmony into our School wide expectations set and shared with all. Teachers and staff trained in de-escalation techniques and planning and carrying out engaging lessons.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. We will fully Implement PBS and purchase of any supplies needed. 2. School wide expectations set and shared with all. 3. Teachers and staff trained in de-escalation techniques, planning and carrying out engaging lessons. 4. Establishing a Mindful Moment Room, where students in crisis can be taught calming strategies, meditation and support. 5.
Person Responsible	Kimberly Martin-Donald (kimberly.martin-donald@marion.k12.fl.us)

#3	
Title	Parent Engagement
Rationale	Rationale: Parent engagement activities are often poorly attended with only about 10% of parents attending events. We need to double this outcome in 2019-20
State the measurable outcome the school plans to achieve	<p>If FNE can build capacity with parents to attend flexible events in order to learn strategic strategies to help their children understand state standards, then behavior and academic proficiency will increase as measured by I-Ready data.</p> <p>Subject Grades Assessment Proficiency Goal Learning Gains Goal Lower Quartile Learning Gains Goals</p> <p>ELA K iReady 90%+ < 5% in Red 1 iReady 75% < 5% in Red 2 iReady 60% < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Math K iReady < 5% in Red 1 iReady < 5% in Red 2 iReady < 5% in Red 3-5 FSA 40% 60% 65%</p> <p>Science 5 FSA 50%</p>
Person responsible for monitoring outcome	Lacy Redd (lacy.redd@marion.k12.fl.us)
Evidence-based Strategy	Parental Engagement is an area of need at Fessenden. With parents working or lack of transportation, it is often hard to get parents engaged in their child's education. If we can get parents involved, as a partner, in the educational needs then the students will benefit both academically and with their behavior, and achievement will rise.
Rationale for Evidence-based Strategy	We will Through the Parent Engagement Plan, 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.
Action Step	
Description	1.Hire a Parent Liaison 2. Plan and host parent nights and flexible timed events to provide training in order for parents to help their students with academic strategies. 3.Planners/folders will be used to improve communication between school and home. 4. Parent Liaison will contact parents when needed.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

If we can get parents involved in their child's education as a partner, students will benefit both academically and with their behavior, and achievement will rise. Wrap around services for parents will include counseling, health and wellness and resource support.

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.

We will hire a full time Parent Liasion to support Parental involvement through TSSSA Grant.

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.

We promote school wide social and emotional needs of all students through professional development of our teachers. The school offers Good News Club and a Mentoring program which provides mentoring and support for students. In addition, our guidance counselor works as a parent liaison and conducts weekly meetings with school psychologist, speech/vision/hearing, therapists, social workers, and ESE specialist to ensure students' needs are being met. We are also purchasing a full time Parent liaison through our TSSSA funds.

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.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities 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 for immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referral.) for students identified homeless.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP.)

Exceptional Student Education: The Florida Diagnostic Learning Resource System provide Support Services to Exceptional Student Education Programs.

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.

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. Career Fair held each year to showcase career opportunities for students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Academic Achievement				\$238,929.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0211 - Fessenden Elementary School	Title, I Part A		\$4,213.00
			<i>Notes: IXL K-4 Math, Grade 5 math and science</i>			
	5100	590-Other Materials and Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$13,774.00
			<i>Notes: Ready Materials Reading and Math K-5 and shipping, Top Score Teachers Editions 3-5</i>			
	5900	150-Aides	0211 - Fessenden Elementary School	Title, I Part A	1.0	\$22,749.00
			<i>Notes: Computer Lab Monitor</i>			
	5100	210-Retirement	0211 - Fessenden Elementary School	Title, I Part A		\$2,037.00
	5100	220-Social Security	0211 - Fessenden Elementary School	Title, I Part A		\$1,411.00
	5100	230-Group Insurance	0211 - Fessenden Elementary School	Title, I Part A		\$6,162.00
	5100	232-Life Insurance	0211 - Fessenden Elementary School	Title, I Part A		\$120.00
	5100	240-Workers Compensation	0211 - Fessenden Elementary School	Title, I Part A		\$303.00
	5100	220-Social Security	0211 - Fessenden Elementary School			\$330.00
	5100	519-Technology-Related Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$591.00
			<i>Notes: Headphones and ink</i>			
	6150	310-Professional and Technical Services	0211 - Fessenden Elementary School	Title, I Part A		\$450.00
			<i>Notes: Starlab for parent event</i>			
	6150	390-Other Purchased Services	0211 - Fessenden Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Printing compact, planners, PFEP, newsletters, flyers</i>			
	6150	510-Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Food for parent nights</i>			
	6150	519-Technology-Related Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$300.00
	6150	590-Other Materials and Supplies	0211 - Fessenden Elementary School	Title, I Part A		\$827.00

	6300	120-Classroom Teachers	0211 - Fessenden Elementary School	Title, I Part A		\$4,160.00
	6300	130-Other Certified Instructional Personnel	0211 - Fessenden Elementary School	Title, I Part A		\$520.00
	6300	210-Retirement	0211 - Fessenden Elementary School	Title, I Part A		\$419.00
	6300	220-Social Security	0211 - Fessenden Elementary School	Title, I Part A		\$291.00
	6300	240-Workers Compensation	0211 - Fessenden Elementary School	Title, I Part A		\$63.00
	6300	239-Other	0211 - Fessenden Elementary School	Title, I Part A		\$68.00
	6400	120-Classroom Teachers	0211 - Fessenden Elementary School	Title, I Part A		\$2,080.00
			Notes: Stipends for PD			
	6400	130-Other Certified Instructional Personnel	0211 - Fessenden Elementary School	Title, I Part A	2.5	\$126,132.00
			Notes: CAS- Literacy, Math and MTSS .5			
	6400	210-Retirement	0211 - Fessenden Elementary School	Title, I Part A		\$11,475.00
	6400	220-Social Security	0211 - Fessenden Elementary School	Title, I Part A		\$7,950.00
	6400	230-Group Insurance	0211 - Fessenden Elementary School	Title, I Part A		\$15,405.00
	6400	232-Life Insurance	0211 - Fessenden Elementary School	Title, I Part A		\$300.00
	6400	240-Workers Compensation	0211 - Fessenden Elementary School	Title, I Part A		\$1,722.00
	6400	239-Other	0211 - Fessenden Elementary School	Title, I Part A		\$1,877.00
	6400	310-Professional and Technical Services	0211 - Fessenden Elementary School	Title, I Part A		\$9,000.00
			Notes: 4 days Ro Educational Consultant			
	6400	750-Other Personal Services	0211 - Fessenden Elementary School	Title, I Part A		\$1,200.00
			Notes: Substitutes for PD			
2	III.A.	Areas of Focus: Behavior and Engagement				\$0.00
3	III.A.	Areas of Focus: Parent Engagement				\$0.00
Total:					\$238,929.00	