



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Edith I. Starke Elementary School

730 S PARSONS AVE

Deland, FL 32720

386-943-7950

<http://myvolusiaschools.org/school/starke/pages/default.aspx>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
83%

School Grades History

2013-14
F

2012-13
D

2011-12
C

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|----------------------|--------|-------------|
| Focus Year 3 or more | 2 | Wayne Green |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Edith I. Starke Elem. School

Principal

Kathryn Godbee

School Advisory Council chair

Nicole Duchesneau

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-------------------|---------------------------------|
| Laurie Lamondie | Reading Coach |
| Cindy McNairy | Math/Science Coach Intermediate |
| Nicole Duchesneau | Math/Science Coach Primary |
| Gary Elkins | Math Intervention |
| Valeria Wright | Reading Intervention |
| Cicely Hayden | ESE Resource |
| Claire O'Connor | Assistant Principal |
| Aura Tello | ESOL Resource |
| Kim Burnett | 5th Grade Team Leader |
| Monica Welcher | 2nd Grade Team Leader |
| Sharon Lloyd | Kindergarten Team Leader |

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Kate Godbee-Principal
 Nicole Duchesneau- SAC Chair
 Sharon Lloyd - Teacher
 Cindy McNairy - Teacher

Lorie Lamondie - Teacher
Rebecca Linan - Teacher
Juan Neira - Teacher
Dr. Bette Heins - Business Partner
Tony Tussing - Business Partner
Cecilia Riveria - Support Staff
Ana Delgado - Parent
Loyda Bartolon - Parent
Maria Lbarra - Parent
Estela Valeria - Parent
Alejandra Martinez - Parent
Lidia Segura - Parent
Demetria Freeman - Parent
Myia Hayward - Parent
Jacqueline Carter - Parent
Loraine Huckabee - Parent
Irene Hossain - Parent
MaryEllen Jimenez - Parent
Kathryn Perez-Sanchez - Parent
Ema Valerio - Parent
Stephanie Cohen - Parent
Yesica Garcia - Parent

Involvement of the SAC in the development of the SIP

The SAC looks at the school wide data, reviews the previous school improvement plan, brainstorms barriers and strategies and discusses ways to move forward. The SAC then provides input in the current school improvement plan.

Activities of the SAC for the upcoming school year

- Approve bylaws that govern how SAC business is conducted
- Decide how to spend the SAC funds to meet the School Improvement goals
- Examine all aspects of the school when developing the School Improvement Plan (SIP)
- Monitor the SIP
- Decide jointly with school staff how to spend Florida School Recognition (A+) funds
- Determine and prioritize the needs of the school
- Assist in recruiting and retaining other SAC members
- Participate in efforts to encourage support for the goals and activities of the school

Projected use of school improvement funds, including the amount allocated to each project

At this time there are no School improvement funds. If funds are allocated they will be used to implement the strategies in the school improvement plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Kathryn Godbee**

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

BA Elementary Education
 MA Educational Leadership
 Gifted
 ESOL
 K-5

Performance Record

2012 - 2013 B School, 64%R, 59%M; 68%R, 74%M; 66%R, 68%M)
 2011 - 2012 A School, AYP , (64%R/56%M; 69%R/67%M; 69%R/63%M)
 2010 - 2011 B School, AYP 74, (77%R/75%M; 62%R/60%M; 48%R/61%M)
 2009 - 2010 A School, AYP 79%, (81%R/81%M; 66%R/70%M; 54%R/68%M)
 2008 - 2009 A School, AYP 87%, (87%R/80%M; 75%R/69%M; 56%R/55%M)
 2007 - 2008 A School, AYP 95%, (71%R/63%M; 68%R/68%M; 78%R/73%)
 2006 - 2007 B School, AYP 97%, (64%R/54%M; 62%R/67%M; 74%R/82%M)
 2005 - 2006 C School, AYP 85, (71%R/58%M; 55%R/63%M; 52%R)
 2004 - 2005 A School, AYP 93%, (75%R/60%M; 72%R/75%M; 61%R)
 2003 - 2004 B School, AYP 93%, (69%R/53%M; 62%R/67%M; 53%R)

| Claire O'Connor | | |
|---------------------------|--|----------------------------|
| Asst Principal | Years as Administrator: 3 | Years at Current School: 1 |
| Credentials | BA Elementary Education Masters of Education in Reading Educational Specialist in Education Leadership ESOL Endorsement | |
| Performance Record | 2012-2013 Citrus Grove B School (59%R/59%M, LG 62%R, 68%M, LQ 56%R, 71%M) 2011-2012 Citrus Grove B School, (53%R/51%M, LG 63%/R, 66%M, LQ 53%R, 58%M) | |

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Nicole Duchesneau | | |
|--------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Mathematics, Science | |
| Credentials | BS Master in Educational Leadership | |
| Performance Record | N/A First Year Coach | |
| Laurie Lamondie | | |
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |
| Areas | Reading/Literacy | |
| Credentials | BS Business Administration Masters in Special Education National Board Certified ESOL Endorsement Reading Endorsement | |
| Performance Record | 2012-2013 D School, (27%R, 28%M; 56%R, 43%M; 79%R, 35%M) | |

Cindy McNairy

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Mathematics, Science

Credentials

BA in Elementary Education

Performance Record

N/A First year coach

Classroom Teachers**# of classroom teachers**

21

receiving effective rating or higher

41, 195%

Highly Qualified Teachers

195%

certified in-field

41, 195%

ESOL endorsed

22, 105%

reading endorsed

7, 33%

with advanced degrees

15, 71%

National Board Certified

5, 24%

first-year teachers

8, 38%

with 1-5 years of experience

9, 43%

with 6-14 years of experience

15, 71%

with 15 or more years of experience

9, 43%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits, coaching support)- Adminsitration, PAR
2. Leadership Opportunities- administrator
3. Professional Development- administration, instructional coaches, IS-TOA
4. PLC Activities- administration, instructional coaches, IS-TOA
5. Participation in District Job Fair and Recruitment Activities- administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each first year teacher is assigned a PAR, a PAR Evaluator and an academic coach that will work with the teacher one on one and assist in any way. They will meet during planning and before or after school. PARS as well as coaches will help with the general housekeeping of the school, lesson plans, and other requested services requested.

The following teachers are assigned to Ms. Ezelle (PAR)

Ms.Cleghorn

Mrs. Cunningham

Ms.Guenther

Ms. Zendt

Ms. Pitrone

Mr. Senez

Mrs. Veitch,

Mrs. Verdines.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership

team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

SRA Early Interventions in Reading- has three levels. The curriculum addresses all components of reading, turning the struggling reader into a skilled reader through daily, explicit, and systematic instruction focused on critical content. Each grade level of the program progresses as the year does. Mastery is assessed and determined mostly during independent practice portion of the activities by the teacher. Additionally, student assessments are administered to evaluate student performance to ensure students are making progress on previously mastered skills.

Volusia County STAR tutoring program - this program is provided for students scoring at or below a Level 2 on FCAT. It is taught by certified teachers and uses research-based materials and/or strategies. Quarterly Data Meetings - teams meet to review data, plan curriculum - including intervention and enrichment activities and lessons, and problem solve for the PST process.

After school tutoring - Through Title I funds, teachers lead small-group tutoring sessions using research-based materials and/or strategies.

Saturday tutoring - in the spring, 3rd, 4th, and 5th grade students are able to attend Saturday tutoring which increases their reading and math skills and focuses on test taking strategies and techniques.

Parent to Kid Program - offered mid-year inviting families of primary students to learn reading strategies to help their child or children in the reading process at home.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through classroom assessments, county based testing, and state testing. Information gathered is used to create tutoring groups, differentiate instruction, and determine the skill or content being taught.

Who is responsible for monitoring implementation of this strategy?

Selected site coordinators, coaches, classroom teachers, and administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|-----------------|-----------------------------|
| Laurie LaMondie | Reading Coach |
| Kathryn Godbee | Principal |
| Nicole Hall | ESE Representative |
| Sylvia Mejia | ESOL Representative |
| | Kindergarten Representative |

| Name | Title |
|--------------|--------------------------|
| | 1st Grade Representative |
| | 2nd Grade Representative |
| Amanda Mundt | 3rd Grade Representative |
| | 4th Grade Representative |
| | 5th Grade Representative |

How the school-based LLT functions

Edith I Starke Literacy Leadership Teams (LLT) have the important task of monitoring the progress of reading and writing proficiency, ensuring that reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom.

Major initiatives of the LLT

- *analyzing data
- *aligning lessons/ assessments to standards
- *school wide interventions

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 49% | 27% | No | 54% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 38% | 25% | No | 44% |
| Hispanic | 53% | 23% | No | 58% |
| White | 61% | 40% | No | 65% |
| English language learners | 48% | 13% | No | 54% |
| Students with disabilities | 33% | 21% | No | 40% |
| Economically disadvantaged | 48% | 27% | No | 54% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 28 | 19% | 45% |
| Students scoring at or above Achievement Level 4 | 11 | 7% | 9% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 27% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 44% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 50 | 53% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 18 | 72% | 75% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 51 | 46% | 60% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 37 | 34% | 50% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 22 | 20% | 48% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 10 | 22% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 100% |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 50% | 28% | No | 55% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 34% | 18% | No | 41% |
| Hispanic | 61% | 37% | No | 65% |
| White | 56% | 33% | No | 60% |
| English language learners | 57% | 24% | No | 61% |
| Students with disabilities | 37% | 21% | No | 43% |
| Economically disadvantaged | 49% | 28% | No | 54% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 28 | 19% | 46% |
| Students scoring at or above Achievement Level 4 | 12 | 8% | 9% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 44% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 33% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 40 | 42% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 10 | 42% | 75% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | | | |
| Middle school performance on high school EOC and industry certifications | | | |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 13 | 29% | 50% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 13% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 50% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 50% |

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | | | |
| Participation in STEM-related experiences provided for students | | | |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | | | |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | | | |
| Students retained, pursuant to s. 1008.25, F.S. | 34 | 12% | 8% |
| Students who are not proficient in reading by third grade | 51 | 80% | 50% |
| Students who receive two or more behavior referrals | 55 | 11% | 8% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 53 | 11% | 8% |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

PLEASE REFER TO PIP

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Edith I Starke Elementary will increase our parent involvement to 62% | 140 | 54% | 62% |

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations for all students.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations for all students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- *Professional Development days and early release days *Tutoring *Technology programs for math and reading *School wide Reading programs & resources (EIR, SIPPS, Making Connections, Waterford, MacMillan) *School wide Math programs (Acaletics,Envision)
- *Academic Coaching staff (Math/Science/Reading) *Intervention teachers (Math/Writing/Reading/ESE/ESOL) *4 Write from the beginning train the trainers *Exemplar Texts *Weekly-Biweekly PLC

Targeted Barriers to Achieving the Goal

- The need for training in fidelity of instructional practices and programs while incorporating the gradual release model.

Plan to Monitor Progress Toward the Goal

In September/ October the Fair Data (AP1), the DA (Math and Science), and Acaletics Comprehensive assessment will be charted and analyzed as baseline data and establish initial instruction. In January the FAIR Data (AP2) and the DA (Math and Science) will be charted and analyzed and compared to baseline data to establish growth and to determine future instruction. In May the FAIR Data (AP3), the DA (Math and Science), and the Acaletics Comprehensive assessment will be charted and analyzed for progress in meeting the goal.

Person or Persons Responsible

Administration, Instructional Coaches, IS-TOA, classroom teachers, ESE teachers, ESOL teachers

Target Dates or Schedule:

September, October, January, May

Evidence of Completion:

bell to bell instruction, increased student engagement, increase student use of strategies, FAIR, DA Assessments (given 3x a year, it establishes a baseline and able to show growth) plc minutes, data chats,

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations for all students.

G1.B1 The need for training in fidelity of instructional practices and programs while incorporating the gradual release model.

G1.B1.S1 Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction.

Action Step 1

Instructional Coaches/ IS-TOA, will provide follow up coaching in the area of the Professional Development that was taught.

Person or Persons Responsible

Instructional Coaches, IS-TOA,

Target Dates or Schedule

Within a month of the professional development

Evidence of Completion

coaching logs, walk-throughs, coaching notes

Action Step 2

Instructional coaches as well as IS-TOA will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.

Person or Persons Responsible

Instructional Coaches, IS-TOA, administration

Target Dates or Schedule

On going, within month of the professional development

Evidence of Completion

observation logs, rubric,

Action Step 3

Deliver professional development to staff during pre-planning, early release professional development days, PLC's, teacher duty days, faculty meeting, while following up with coaching and opportunities to model classrooms.

Person or Persons Responsible

Instructional Coaches, IS-TOA, Administration, model classroom teachers

Target Dates or Schedule

September 4- School Improvement Plan Process September 23- Extension of the School Improvement Process & Unraveling the CCSS ELA October 2- Instructional Planning Model: Focus Lesson & Unraveling the CCSS ELA November 6- Instructional Planning Model: Guided instruction December 4- Unraveling the CCSS ELA January 8- Instructional Planning Model: Collaborative Learning February 5- Instructional Planning Model: Independent Learning March 5- TBD April 2- Instructional Planning Model: Focus on Feedback and Instruction

Evidence of Completion

sign-in sheets, pd plan, agendas, interactive teacher notebooks, observations

Facilitator:

IS-TOA, Coaches, Model Teachers, train the trainers,

Participants:

All staff or identified staff as needed

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

Attendance will be monitored and verified for participation. The PD topics will be prioritized by district, administration as well as school data needs. At the end of each professional development an exit slip will be required or an implement and evaluation component will be added to the interactive teacher notebook. Administration and coaches will be observing and providing feedback on the implementation of the professional development.

Person or Persons Responsible

professional development facilitator will monitor the attendance, exit slip and evaluation component administration and district will choose the topic of the professional development coaches and IS-Toa will provide the follow up coaching

Target Dates or Schedule

professional development occurs on monthly early release days, follow up will be within a month of the training. Observations will be conducted as requested or identified need.

Evidence of Completion

attendance sheets, exit slips, interactive notebook and scripting, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

The exit slips and evaluation components will be collected and verified that there is understanding of the professional development. The gradual release observational tool will be used to monitor the guided instruction, collaborative learning and independent learning.

Person or Persons Responsible

Instructional coaches, IS-TOA, Administration, Facilitators of the professional development

Target Dates or Schedule

The exit slips and evaluation component will be charted within a month of the professional development training. The gradual release rubrics will be charted within a week of observations.

Evidence of Completion

walk-throughs, observations, coaching, lesson plans, gradual release rubric

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Edith I Starke Elementary....

*Instructional Coaches (math, science, reading) for the purpose of comprehensive staff development

*Instructional intervention teachers (reading and math)

*Family Center Para-professional who facilitates our extensive parent involvement program

*Supplemental Tutoring before or after school

*Supplemental materials and supplies needed to close the achievement gap

*Supplemental funds for ongoing staff development as determined by the results of FCAT data

*Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet

performance levels.

Violence Prevention Programs...

Edith I Starke Elementary offers the following non-violence and anti-drug programs:

Nutrition Programs

Edith I Starke Elementary offers a variety of nutrition programs including:

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Edith I Starke Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective teaching instruction aligned to standards through the gradual release model including strategies and accommodations for all students.

G1.B1 The need for training in fidelity of instructional practices and programs while incorporating the gradual release model.

G1.B1.S1 Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction.

PD Opportunity 1

Deliver professional development to staff during pre-planning, early release professional development days, PLC's, teacher duty days, faculty meeting, while following up with coaching and opportunities to model classrooms.

Facilitator

IS-TOA, Coaches, Model Teachers, train the trainers,

Participants

All staff or identified staff as needed

Target Dates or Schedule

September 4- School Improvement Plan Process September 23- Extension of the School Improvement Process & Unraveling the CCSS ELA October 2- Instructional Planning Model: Focus Lesson & Unraveling the CCSS ELA November 6- Instructional Planning Model: Guided instruction December 4- Unraveling the CCSS ELA January 8- Instructional Planning Model: Collaborative Learning February 5- Instructional Planning Model: Independent Learning March 5- TBD April 2- Instructional Planning Model: Focus on Feedback and Instruction

Evidence of Completion

sign-in sheets, pd plan, agendas, interactive teacher notebooks, observations

Appendix 2: Budget to Support School Improvement Goals