

# Edith I. Starke Elementary School



# 2015-16 School Improvement Plan

## Edith I. Starke Elementary School

730 S PARSONS AVE, Deland, FL 32720

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Edith I. Starke Elementary learning community meets all challenges by building on the strengths and diversity of our community. We hold high expectations for all students, ensuring their success in learning.

##### **Provide the school's vision statement**

All students at Edith I. Starke Elementary achieve success due to a diverse, caring, committed learning community of teachers, families, school support staff and community partners. Research-based teaching strategies and a positive school environment close the achievement gap and inspire each student to become a contributing citizen.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

At Starke Elementary, we encourage cooperative learning and collaboration between teachers through Professional Learning Communities (PLC'S) and by establishing an Academic Leadership Team that meets on a regular basis. Students also learn school wide strategies to work collaboratively with each other. Teachers communicate daily with parents by using either a daily planner or homework communication folder. Teachers facilitate parent conferences and others utilize student led conferences. Teachers hold data chats with their students to gain a better perspective on student personal goals. We have numerous family nights throughout the school year that address not only academic content, but also cultural events. We welcome parent involvement as volunteers. As a school, we will utilize Making Meaning to build social skills in every classroom. This school year a student leadership team will be established.

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

At Starke Elementary we promote a safe environment by utilizing teachers and staff for arrival and dismissal procedures located throughout the campus. Fifth grade students have been selected to be safety patrols at various posts. During school all classrooms remain locked, all visitors are required to check in at the front office and require a pass. Our school will be trained in PBS(Positive Behavior Support), support staff will use Koala dollars to reinforce smart choices within classrooms and throughout the campus. Throughout the school day students are encouraged to display their PRIDE (Positive Attitude, Respect, Integrity, Discipline and Excellence). The security team routinely practices emergency drills and follows up with a meeting to discuss effectiveness and concerns.

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

The teachers will receive professional development in PBS and CHAMPS. Follow-up training and support will be provided by Academic Leadership Team members as needed. Teachers post classroom rules and expectations and reward students for demonstrating P.R.I.D.E. Students were



informed of the school-wide expectations by the Principal in an assembly. They are held accountable to all school rules and are given consequences according to the teachers behavior management system. The school uses Koala dollars to reinforce appropriate behavior. On occasion, students will participate in Fun Friday end of the day activities for outstanding behavior and/or academic achievement.

**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**

Starke has a full-time counselor that will be working with students individually, in small groups and whole group lessons. Starke's community partners provide catalyst mentors to meet with students who are considered high risk for one-on-one mentoring. All support teachers have a mentoring block scheduled into their day, to meet and mentor identified students. The classroom teachers focus on character building and cooperative learning in order to build a supportive learning environment that enhances self confidence. A few teachers developed an after school sports club to encourage teamwork and sportsmanship.

**Early Warning Systems**

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

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

### **Description**

PLEASE REFER TO PIP

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

The school builds and sustains partnerships with local community by holding such events as: community welcome back to school event, SAC, parent nights, partnership with Stetson and local business partners. Local churches and other organizations provide backpacks and supplies for students and teachers. PTA offers many opportunities throughout the year for family and community involvement. We have a contact person that helps seek out support for Starke.

### **Effective Leadership**

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

#### **School Leadership Team**

##### **Membership:**

<b>Name</b>	<b>Title</b>
Copeland, Dwayne	Principal
Ruppen, Jessica	Instructional Coach
McNairy, Cindy	Instructional Coach
Brooks, Vernita	Instructional Coach
Ahr, Eileen	Assistant Principal
Fontaine, Victoria	Teacher, K-12
Lucero, Megan	Teacher, K-12

##### **Duties**

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

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.

***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**

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.

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.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Jessica Ruppen	Teacher
Cindy McNairy	Teacher
Dwayne Copeland	Principal
Rev. Wilbert A. Ridgley, Jr.	Business/Community
Kevin Winchell	Business/Community
Sandra Huitando	Parent
Judith Thompson	Business/Community
Maria Cristina Ibarra	Parent
Bette Heins	Business/Community
Tony Tussing	Business/Community
Antoinette Smith	Teacher
Savannah Woide	Business/Community

## Duties

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

### *Evaluation of last year's school improvement plan*

The SAC looks at the school wide data from the previous school year and determines whether the SIP was effective. After that determination is made they brainstorm barriers and strategies and discuss ways to move forward on this years SIP.

### *Development of this school improvement plan*

The School Leadership team looks at the school wide data, reviews the previous school improvement plan, brainstorms barriers and strategies and shares the draft with the staff and SAC. Both staff and SAC provide feedback in order to develop the current school improvement plan. Staff also made suggestions for professional development to support SIP. SAC members and staff made minor suggestions to the wording of our goal.

### *Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the Back to School Title 1 Open House. SAC balance from 2014-2015 school year was shared at first SAC meeting. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings. The plan for spending is to provide forms to teachers in order to submit SAC grants, which will enhance student achievement and is aligned to the school goal.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

Grade Level & safety patrol fieldtrips- \$ 4,185

Educational Resources for student engagement- \$1,956

Educational Pizza Garden- \$197

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Brooks, Vernita	Instructional Coach
Chatman, Ginger	Teacher, K-12
Fontaine, Victoria	Teacher, K-12
Potter, Melissa	Teacher, K-12
Lucero, Megan	Teacher, K-12
Wright, Valeria	Teacher, K-12
Huerta, Linda	Teacher, K-12
Mejia, Silvia	Teacher, K-12
Ahr, Eileen	Assistant Principal

#### Duties

##### *Describe how the LLT promotes literacy within the school*

- \*analyzing data
- \*aligning lessons/ assessments to standards
- \*school wide interventions
- \*school wide family literacy night
- \*parents to kids sessions
- \*reading counts
- \*young authors
- \*story book parade
- \*social studies fair
- \*book clubs
- \*literacy PD needs
- \*exemplar text selection
- \*literacy week
- \*Veterans Day
- \*multi-cultural night
- \*literacy nights

#### Public and Collaborative Teaching

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

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

This year an Academic Leadership Team was created and many members attended a summer training on PLCs so that each grade level creates norms and effectively implements the PLC process school-wide. Teams collaborate on lesson plans and share resources. Instructional coaches, teachers, and other support staff attend weekly Koala Collaboration meetings. Many teams meet weekly to plan and may invite academic coaches in order to support classroom teachers with content knowledge, pedagogy,

and resources. Leadership team celebrates successes. Each month we honor a teacher of the month and a staff member of the month. Our sunshine committee organizes social gatherings.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits, coaching support)- Adminsitration, PAR
2. Leadership Opportunities- adminstrator
3. Professional Development- administration, instructional coaches, teacher leaders
4. PLC Activities- administration, instructional coaches, teacher leaders
5. Participation in District Job Fair and Recruitment Activities- administration
6. Attempting to keep new teachers at the same grade level for at least 2 consecutive years.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Each first year teacher is assigned a PAR, and has access to an academic coach that will work with the teachers one on one and assist in any way. Academic Coaches are divided up by grade levels and support all subjects. 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.

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

Andrew Brown

Flor Latony

Watford

E3Y2 teachers with mentors include:

Lauren Griffin

Lorraine Worster

Jill Brigandi

Stacy Baldwin

Kisha Pujals

Tricey Sieler

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teacher's at all grade levels utilize curriculum maps that have been created by district teams. They are aligned to the Florida standards and they include suggested research based resources. Additionally, teacher teams and instructional coaches create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments. PLCs, and instructional coaches help ensure that instruction is aligned to the Florida Standards, well-paced, engaging, differentiated, and rigorous.

#### **Instructional Strategies**

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



Collaborative planning allows teachers to participate in weekly plc's to review assessment data to drive instruction accordingly. Extended PLC's after school will be utilized when necessary. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Our teachers, coaches and intervention teachers create lessons that coincide with the students targeted needs. Students requiring intensive remediation receive additional support from coaches, intervention teachers, student tutors as well as teacher tutors. Students not responding to intervention are brought up for PST and progress monitored. Administrators walk through classes daily and identify areas on which follow-up coaching is needed. Coaches diligently complete the coaches cycle to provide maximum support and specific feedback. Coaches and veteran teachers model lessons for novice teachers. Academic Leadership team supports each other and colleagues as needed.

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

**Strategy:** After School Program

**Minutes added to school year:** 10,800

SIPPS has four levels that are utilized during reading intervention the first hour of each school day. The curriculum addresses all components of reading, turning the struggling reader into a skilled reader through daily, explicit, and systematic instruction focused on phonemic awareness and critical content. Mastery is assessed and determined mostly during independent practice portion of the activities by the teacher.

Volusia County STAR tutoring program - this program is provided for students who are not meeting grade level expectations and proficiency on state standards. It is taught by certified teachers and uses research-based materials and/or strategies.

ESOL tutoring is offered to the highest need students.

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.

After school planning and extended PLC to address needs for implementation of differentiated small group instruction.

### ***Strategy Rationale***

To increase student achievement and insure that the needs of all students are being met.

### ***Strategy Purpose(s)***

- Instruction in core academic subjects

### ***Person(s) responsible for monitoring implementation of the strategy***

Copeland, Dwayne , dcopelan@volusia.k12.fl.us

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the 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, content, and standards being taught.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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



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

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**

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

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

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

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

**Needs Assessment****Problem Identification****Data to Support Problem Identification****Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

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

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

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

### **Problem Analysis Summary**

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

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all teachers participate in PLC and collaborate to create rigorous, engaging and differentiated instruction that is aligned to the standards, then student achievement will increase in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If all teachers participate in PLC and collaborate to create rigorous, engaging and differentiated instruction that is aligned to the standards, then student achievement will increase in all content areas. 1a

G071615

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics - Achievement	12.0
FSA English Language Arts - Achievement	16.0

**Resources Available to Support the Goal** 2

- \*Professional Development days and early release days school choice \*STAR Tutoring- after school \*Technology programs for math and reading (SuccessMaker, Waterford) \*School wide Reading programs & resources ( SIPPS, Making Meaning, MacMillan, Reading A to Z, curriculum maps and modules) \*School wide Math programs (Envision, Lakeshore, AIMS) \*School wide Science Coach resource book grades 3-5 \*additional science resources (AIMS, Think Central) \*Academic Coaching staff (3 coaches grade level specific/all content) \*Intervention teachers (Math/Writing/Reading/ESE/ESOL) \*Bi-Weekly PLC and weekly Koala Collaboration \*science consumables \*math manipulatives \*community members & business partners \*book study \*Teacher Leaders/Academic Leadership team

**Targeted Barriers to Achieving the Goal** 3

- Lack of clear understanding of standards, curriculum maps, and lesson delivery strategies which include rigor, engagement, and differentiated instruction
- Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students.
- New teachers
- Lack of collaborative culture

**Plan to Monitor Progress Toward G1.** 8

We will compare grade level common formatives and summatives . We will use SIPPS mastery tests to monitor phonics, phonemic awareness, and fluency.

**Person Responsible**

Vernita Brooks

**Schedule**

Monthly, from 8/25/2015 to 5/29/2016

**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

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If all teachers participate in PLC and collaborate to create rigorous, engaging and differentiated instruction that is aligned to the standards, then student achievement will increase in all content areas. **1**

 **G071615**

**G1.B1** Lack of clear understanding of standards, curriculum maps, and lesson delivery strategies which include rigor, engagement, and differentiated instruction **2**

 **B186679**

**G1.B1.S1** Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction. Provide additional coaching support for new teachers. **4**

 **S198092**

### Strategy Rationale

#### Action Step 1 **5**

Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.

#### Person Responsible

Vernita Brooks

#### Schedule

Weekly, from 8/5/2014 to 5/29/2015

#### Evidence of Completion

coaching logs, walk-throughs, coaching notes

### Action Step 2 5

Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.

**Person Responsible**

Jessica Ruppen

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

observation logs, rubric

### Action Step 3 5

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 Responsible**

Cindy McNairy

**Schedule**

Weekly, from 8/5/2014 to 5/28/2015

**Evidence of Completion**

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

### Action Step 4 5

Provide Research based resources and supplemental curriculum resources such as, Write from the Beginning, ACALETICS, Math Party, Science Coach, KAGAN, SIPPS, Waterford, AIMS, Time for Kids, I-Ready, and Teacher Professional Reading materials (ie. Teach Like a Champion and Ruby Payne).

**Person Responsible**

Dwayne Copeland

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Walk through evidence of resource usage

### Action Step 5 5

Implementation of school wide ISNs in the area of math and extended to other subjects such as reading as decided by resource, intervention, and classroom teachers. This was selected to help increase student engagement.

**Person Responsible**

Valeria Wright

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

Sample ISNs, data for lowest quartile students in the area of reading

### Action Step 6 5

Tutoring-which includes sub as tutor and after school tutoring opportunity

**Person Responsible**

Dwayne Copeland

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

monitor data on students who attend tutoring

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

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 Responsible**

**Schedule**

***Evidence of Completion***

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

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

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 Responsible**

**Schedule**

**Evidence of Completion**

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

**G1.B2** Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students. 2

 B186680

**G1.B2.S1** Have ESE resource teachers attend pre-teaching training. Solicit support from other ESE teachers throughout the district. 4

 S198093

**Strategy Rationale**

They will be able to support students with identified IEPS more effectively. Their instruction will coincide with their students goals and also what the student is learning from the gen ed teacher.

**Action Step 1** 5

ESE teachers will attend pre-teaching professional development.

**Person Responsible**

Dwayne Copeland

**Schedule**

On 12/18/2014

**Evidence of Completion**

lesson plans, observable implementation, and student gains



## Action Step 2 5

ELL Gradual Release support that includes increasing rigor in order to impact student gains.

### Person Responsible

Dwayne Copeland


### Schedule

Monthly, from 9/9/2014 to 5/21/2015


### Evidence of Completion

lesson plans, optional ISN, observable implementation, and student gains

## G1.B3 New teachers 2

 B186681

### G1.B3.S1 First year teachers(E3) have a PAR. E3yr2 have an assigned mentor. 4

 S198094

### Strategy Rationale

Support new teachers with resources to develop content knowledge and encourage best practices in order to impact student achievement. This also will help with teacher retention.

## Action Step 1 5

Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.

### Person Responsible

Jessica Ruppen


### Schedule

Weekly, from 9/23/2014 to 5/27/2015


### Evidence of Completion

Lesson planning, emails, communication logs and attendance at E3Y2 workshops

**G1.B4** Lack of collaborative culture **2**

 B186682

**G1.B4.S1** Create an Academic Leadership team, implement bi-weekly PLCs, weekly collaboration meetings **4**

 S198096

**Strategy Rationale**

Establish buy in, build community across the campus

**Action Step 1** **5**

Academic Leadership Team created

**Person Responsible**

Eileen Ahr

**Schedule**

Monthly, from 8/6/2015 to 6/8/2016

***Evidence of Completion***

Agendas, sign in sheets, and minutes

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** **7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.	Brooks, Vernita	8/5/2014	coaching logs, walk-throughs, coaching notes	5/29/2015 weekly
G1.B2.S1.A1	ESE teachers will attend pre-teaching professional development.	Copeland, Dwayne	9/10/2014	lesson plans, observable implementation, and student gains	12/18/2014 one-time
G1.B3.S1.A1	Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.	Ruppen, Jessica	9/23/2014	Lesson planning, emails, communication logs and attendance at E3Y2 workshops	5/27/2015 weekly
G1.B4.S1.A1	Academic Leadership Team created	Ahr, Eileen	8/6/2015	Agendas, sign in sheets, and minutes	6/8/2016 monthly
G1.B1.S1.A2	Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.	Ruppen, Jessica	8/25/2014	observation logs, rubric	5/29/2015 weekly
G1.B2.S1.A2	ELL Gradual Release support that includes increasing rigor in order to impact student gains.	Copeland, Dwayne	9/9/2014	lesson plans, optional ISN, observable implementation, and student gains	5/21/2015 monthly
G1.B1.S1.A3	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.	McNairy, Cindy	8/5/2014	sign-in sheets, pd plan, agendas, interactive teacher notebooks, observations	5/28/2015 weekly
G1.B1.S1.A4	Provide Research based resources and supplemental curriculum resources such as, Write from the Beginning, ACALETICS, Math Party, Science Coach, KAGAN, SIPPS, Waterford, AIMS, Time for Kids, I-Ready, and Teacher Professional Reading materials (ie. Teach Like a Champion and Ruby Payne).	Copeland, Dwayne	8/18/2014	Walk through evidence of resource usage	5/29/2015 quarterly
G1.B1.S1.A5	Implementation of school wide ISNs in the area of math and extended to other subjects such as reading as decided by resource, intervention, and classroom teachers. This was selected to help increase student engagement.	Wright, Valeria	8/18/2014	Sample ISNs, data for lowest quartile students in the area of reading	6/1/2015 daily
G1.B1.S1.A6	Tutoring-which includes sub as tutor and after school tutoring opportunity	Copeland, Dwayne	8/18/2014	monitor data on students who attend tutoring	6/5/2015 daily
G1.MA1	We will compare grade level common formatives and summatives . We will use SIPPS mastery tests to monitor phonics, phonemic awareness, and fluency.	Brooks, Vernita	8/25/2015	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,	5/29/2016 monthly
G1.B1.S1.MA1	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.		walk-throughs, observations, coaching, lesson plans, gradual release rubric	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	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.		attendance sheets, exit slips, interactive notebook and scriptaping, lesson plans	once	
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If all teachers participate in PLC and collaborate to create rigorous, engaging and differentiated instruction that is aligned to the standards, then student achievement will increase in all content areas.

**G1.B1** Lack of clear understanding of standards, curriculum maps, and lesson delivery strategies which include rigor, engagement, and differentiated instruction

**G1.B1.S1** Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction. Provide additional coaching support for new teachers.

### PD Opportunity 1

Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.

#### Facilitator

Instructional Coaches

#### Participants

Faculty

#### Schedule

Weekly, from 8/5/2014 to 5/29/2015

### PD Opportunity 2

Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.

#### Facilitator

Instructional Coaches

#### Participants

Faculty

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

### PD Opportunity 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.

#### Facilitator

Coaches, Model Teachers, train the trainers, intervention teachers, administration, and guidance

#### Participants

All staff or identified staff as needed

#### Schedule

Weekly, from 8/5/2014 to 5/28/2015

**G1.B2** Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students.

**G1.B2.S1** Have ESE resource teachers attend pre-teaching training. Solicit support from other ESE teachers throughout the district.

### PD Opportunity 1

ESE teachers will attend pre-teaching professional development.

#### Facilitator

ESE district support personnel

#### Participants

ESE resource teachers

#### Schedule

On 12/18/2014

### PD Opportunity 2

ELL Gradual Release support that includes increasing rigor in order to impact student gains.

#### Facilitator

Betsy Sotomayor

#### Participants

ELL resource

#### Schedule

Monthly, from 9/9/2014 to 5/21/2015

## **G1.B3** New teachers

**G1.B3.S1** First year teachers(E3) have a PAR. E3yr2 have an assigned mentor.

### **PD Opportunity 1**

Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.

#### **Facilitator**

Meg Roa

#### **Participants**

Mentors and Mentees

#### **Schedule**

Weekly, from 9/23/2014 to 5/27/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.				\$53,117.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$53,117.00
Notes: Reading Coach						
2	G1.B1.S1.A2	Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.				\$58,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$58,200.00
Notes: Science Coach						
3	G1.B1.S1.A3	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.				\$59,090.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$3,600.00
Notes: Extended PLC and substitute coverage for PD trainings						
			District-Wide	Title I Part A		\$55,490.00
Notes: Math Coach						
4	G1.B1.S1.A4	Provide Research based resources and supplemental curriculum resources such as, Write from the Beginning, ACALETICS, Math Party, Science Coach, KAGAN, SIPPS, Waterford, AIMS, Time for Kids, I-Ready, and Teacher Professional Reading materials (ie. Teach Like a Champion and Ruby Payne).				\$31,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$30,000.00
Notes: Materials/Supplies						
			District-Wide	Title I Part A		\$1,000.00
Notes: Technology						
5	G1.B1.S1.A5	Implementation of school wide ISNs in the area of math and extended to other subjects such as reading as decided by resource, intervention, and classroom teachers. This was selected to help increase student engagement.				\$71,921.00



Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$71,921.00
			<i>Notes: Reading Intervention teacher</i>			
6	G1.B1.S1.A6	Tutoring-which includes sub as tutor and after school tutoring opportunity				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$30,000.00
			<i>Notes: Sub as tutor/Alvarez Summer reading tutoring after school and Saturday tutoring camp</i>			
7	G1.B2.S1.A1	ESE teachers will attend pre-teaching professional development.				\$0.00
8	G1.B2.S1.A2	ELL Gradual Release support that includes increasing rigor in order to impact student gains.				\$0.00
9	G1.B3.S1.A1	Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.				\$0.00
10	G1.B4.S1.A1	Academic Leadership Team created				\$0.00
					<b>Total:</b>	<b>\$303,328.00</b>