

Bradford County School District

Starke Elementary School



2015-16 School Improvement Plan

Starke Elementary School

1000 W WELDON ST, Starke, FL 32091

www.bradfordschools.org/schools/starke-elementary-school/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

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

*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 Bradford County School Board on 10/12/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	0

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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All stakeholders work collaboratively to reach high expectations, foster life-long learners and produce responsible citizens.

Provide the school's vision statement

Starke Elementary School is a safe, positive community of learners that supports and engages the whole child emotionally, socially and academically.

School Environment

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

Starke Elementary School is a close knit community located in the rural town of Starke, in Bradford County. The school consists of approximately 565 students; grades PK-5th with approximately 65% Caucasian and 35% African American. During daily instruction, teachers, staff and students work collaboratively inside and outside of the classroom. Teachers implement social skills into their instruction by engaging students in group discussions that teach the students to respectfully share their opinions and to appreciate and respect each other's ideas through talking and listening.

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

Creating a welcoming and safe learning environment for students is a top priority at Starke Elementary School. Bus and car riders are closely supervised upon arrival and until they exit the campus. Safety before school is assured by providing supervised waiting areas until the school day starts. Arriving students either report directly to the cafeteria for breakfast or they wait orderly outside their assigned classroom. Books are provided for the students to read while they wait outside their classrooms for the start of the school day. During school, student safety is assured through adult supervision in the classrooms, assistance from a Sheriff Resource Officer and the visibility of the administrative team around campus. Teachers create a learning environment of respect and value that allows students to contribute and to take risks during the learning process. The ASPIRE after school program engages students requiring after school care in academic tutoring and homework assistance under the adult supervision of faculty/staff.

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

CHAMPS/PBS - CHAMPS is the school wide discipline plan for every area of Starke Elementary School. It promotes continuity in our efforts to create an orderly climate. Through the implementation of CHAMPS, school wide expectations for student behavior have been established for the classroom, cafeteria, computer lab, media center and classroom transitions. The Positive Referral Program recognizes and awards those students who are "caught" exhibiting the positive behavior that will propel them to soar like a Starke Eagle (school mascot). The "Pride of Starke Elementary" (PSE), is a

program to honor RESPONSIBLE, DEDICATED, DETERMINED, AND POSITIVE students in our school. The PSE program will be the finale to our monthly Character Education Trait. All school personnel are provided training to ensure that the PBS programs are implemented with fidelity, consistency, and fairness.

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

The school counselor is available to support student's academic, social and emotional needs. Students can interact with the counselor during their lunch time or they can make an appointment by filling out a request form. The school counselor is also available for individual and group counseling sessions in crisis situations. A school psychologist and Meridian Counseling Services are also available for additional support. Starke Elementary School participates in the TALKS Mentoring program which implements a structured format by which adult members from the community serve as role models for children in the public schools. Rather than the traditional one-on-one approach to mentoring, TALKS is implemented in a small group setting. Each mentor is paired with fourth or fifth graders and meets with the students on a weekly basis. One of the goals of the mentoring program is for the mentor to follow the students through middle and high school. The students also have their teachers, custodians, and support staff as mentors. It is important that students make positive connections with school personnel so that they have many options for seeking support for their academic, social and emotional needs.

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

During the 2014-2015 school year, the overall attendance rate for the school was 96.3%. Ten students out of 423 students (2.36%) had attendance below 90%. This rate decreased 4% from last year. Parent contact was made to review the school district attendance policy and procedures. Attendance issues ranged from K- 5th grade, but were exceptionally high in Kindergarten. The following number of students in each grade level had attendance below 90% for the school year: (Kindergarten - 3 students; 1st grade -2 students; 2nd grade - 1 student; 3rd grade - 1 student; 4th grade - 1 student; 5th grade - 1 student). Parents are contacted when students have 2 or more consecutive absences or 3 or more unexcused absences. Students are provided with the opportunity to make up any missed work within 2 days for every excused absence. Students with 5 or more unexcused absences in a month or 10 or more unexcused absences in a 90 day period are referred to the School Attendance Team for more intensive interventions to be put into place. Throughout the 2014 - 2015 school year, 308 referrals were written for student infractions, resulting in 37 students (8.74%) with one or more out of school suspensions. Suspensions ranged from K-5th grade including the following number of students: (Kindergarten - 4 students; 1st grade -2 students; 2nd grade - 3 students; 3rd grade - 3 students; 4th grade - 5 students; 5th grade - 20 students). Prior to referrals and suspensions, numerous positive behavior interventions are put into place including student conferences, administrative conferences, counseling, parent contact, time outs, success trackers, and check-in/Check-out systems. Suspended students have one day to make up any missed work. Students with multiple referrals are placed into RTI for behavior. Behavior intervention plans are created with individualized goals to provide additional support and ensure student success within the classroom setting. Student progress is monitored on a regular basis and modifications to interventions are made as needed. Course failures for the entire 2014 - 2015 school year include the following number of students per grade level. For Math: (Kindergarten - 11 Students; 1st grade -1 students; 2nd grade - 3 students; 3rd grade - 0

students; 4th grade - 6 students; 5th grade - 1 students)

For ELA: (Kindergarten - 25; 1st grade -4 students; 2nd grade - 5 students; 3rd grade - 3 students; 4th grade - 0 students; 5th grade - 0 students)

Parent contact is made when students are struggling in subject areas. Meetings are held to determine academic concerns and appropriate interventions to put into place. Students begin receiving Tier 2 Rtl interventions for 30 minutes daily to further support classroom instruction and meet individual student needs. Some students needing additional support are receiving Tier 3 Rtl interventions from the Title I interventionist teachers with support from the Curriculum Resource Teacher on a regular basis. Within the classroom, students are working in whole group, small group, and independent settings. Teachers differentiate instruction during their lessons and center activities to address the needs of each student. Paraprofessionals are also used as an additional support system for struggling students.

According to FCAT data from 2013 - 2014, 43 students scored a Level 1 in ELA: (3rd Grade - 19 students; 4th Grade - 12 students; 5th Grade - 12 students). 42 Students scored a Level 1 in Math include: (3rd Grade - 16 students; 4th Grade - 11 students; 5th Grade - 15 students). These students are receiving Tier 2 Rtl interventions for 30 minutes daily to further support classroom instruction and meet individual student needs. Some students needing additional support are receiving Tier 3 Rtl interventions from the Title I interventionist teachers with support from Curriculum Resource Teacher on a regular basis. Within the classroom, students are working in whole group, small group, and independent settings. Teachers differentiate instruction during their lessons and center activities to address the needs of each student. Paraprofessionals are also used as an additional support system for struggling students. FSA data for 2014 - 2015 has not yet been released.

Those students exhibiting two or more early warning signs were primarily in the lower grades, grades K-1. Ten Kindergarten students exhibited two or more warning signs. 1st grade had 4 students while 2nd, 3rd, and 5th grade had 1 student in this category.

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
	K	1	2	3	4	5	
Attendance below 90 percent	12	7	8	3	2	2	34
One or more suspensions	4	2	3	3	5	20	37
Course failure in ELA or Math	36	5	8	3	6	1	59
Level 1 on statewide assessment	0	0	0	35	23	27	85

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

Indicator	Grade Level					Total
	K	1	2	3	5	
Students exhibiting two or more indicators	10	4	1	1	1	17

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

Attendance Concerns: Parents are contacted when students have 2 or more consecutive absences or 3 or more unexcused absences. Students are provided with the opportunity to make up any missed work within 2 days for every excused absence. Students with 5 or more unexcused absences in a month or 10 or more unexcused absences in a 90 day period are referred to the School Attendance Team. A meeting is held by the SAR team with parent for more intensive interventions put to be put

into place.

Behavioral Concerns: Prior to referrals and suspensions, numerous interventions are put into place including student conferences, administrative conferences, counseling, parent contact, and time outs. Suspended students have one day to make up any missed work. Students with multiple referrals are placed into RtII for behavior. Behavior intervention plans are created with individualized goals to provide additional support and ensure student success within the classroom setting. Student progress is monitored on a regular basis and modifications to interventions are made as needed.

Academic concerns: Parent contact is made when students are struggling in class. Meetings are held to determine academic concerns and appropriate interventions to put into place. These students are receiving Tier 2 RTI interventions for 30 minutes daily to further support classroom instruction and meet individual student needs. Some students needing additional support are receiving Tier 3 RTI interventions from the Title I teachers and Curriculum Resource Teacher on a regular basis. Within the classroom, students are working in whole group, small group, and independent settings. Teachers differentiate instruction during their lessons and center activities to address the needs of each student. Paraprofessionals are also used as an additional support system for struggling students.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188894>.

Description

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

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

Starke Elementary works on building positive relationships with families through weekly communication on Tuesdays, which includes informing parents of activities and volunteer opportunities at the school. We have meet and greet night at the beginning of each school year, which allows students, parents and teachers to become acquainted with one another and discuss any concerns for the upcoming school year. Florida Standards Assessment night provides parents an opportunity to help their student prepare for the upcoming Florida Assessments. The annual fall festival in October provides a unique, fun filled opportunity for parents and families to fellowship with the teachers and staff of Starke Elementary School through games and activities. Monthly PTO and SAC meetings provide parents with an opportunity to have input on the processes at Starke Elementary School and are utilized to provide parents with school data updates. The annual Santa Breakfast in December allows parents to come and have breakfast with their student at school before the holiday break. Families are invited to attend the Annual Science Night where students participate in various science experiments and activities. Progress reports are sent home to notify parents of their child's progress and 9 weeks award assemblies are given at the end of every grading period to acknowledge and celebrate student's success.

PBS nights are organized to inform Parents of the mission and vision of the school as well as provide opportunities for the students to teach the parents what they are learning in school.

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:

Name	Title
Chestnut, Talitha	Principal
Maynor, Courtney	Assistant Principal
Cornish, Brenda	Guidance Counselor
Thornton, Aimee	Instructional Coach

Duties

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

Mrs. Chestnut, Principal provides overall leadership to the team and ensures focus and quality of the team's work. She monitors the implementation of decisions made and communicates the school vision clearly and consistently. She establishes clear instructional goals and expectations for teaching and learning by providing support through modeling, co-teaching, observing, coaching and feedback. Mrs. Chestnut provides teachers with common planning time for collaboration and lesson study. The School Leadership consists of members from various school-level staff as follows: Talitha Chestnut Principal, Courtney Maynor Assistant Principal, Aimee Thornton Curriculum Resource Teacher, Brenda Cornish, School Counselor. The grade level chairperson represent each grade level as follows: Kindergarten: Lorrie Rehberg, 1st grade Patricia Wainwright, 2nd grade: Cassie Reddish, 3rd grade Amy Hartley, 4th grade Mark Scott, 5th grade: Brett Beckett and Tonja Boswell , Special Education Services. The school-based leadership team meets monthly after-school to review data, discuss and evaluate targeted goals then determine areas of strengths and focus. Mrs. Chestnut and Mrs. Maynor facilitate the meetings while other members of the team take turns being the timekeeper and recorder. Each team member has the responsibility to contribute positively to the progress of the School leadership team and reports information to their respective grade level members. The Leadership team decision making process is dispersed by providing teachers the opportunity to assist in the decision making horizontally with their grade levels and vertically with the other members of the team.

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

Mrs. Chestnut, Principal and Mrs. Maynor, (AP) serve on MTSS Leadership team and Positive Behavior Support (PBS.) Administration leads the school through the process of identifying students that exhibit Early Warning Signs (EWS) and support teachers through RtI/problem solving process. The MTSS team meets monthly to support teachers, students and parents with strategies to improve student achievement. Each month grade level data meeting are held to address students identified as Tier 2 and support teachers with strategies and interventions. Administration provides the resources and support needed to implement Response to Intervention. Various school staff are members of the MTSS team. Ms. Aimee Thornton, CRT and Mrs. Brenda Cornish School Counselor facilitates the team meeting while members alternate the following roles as timekeeper and recorder. The PBS team meets monthly after school to discuss issues raised by Student Council and determine

what actions need to be implemented and by whom. Various members of the team have designated roles (i.e., PBS Coach, Facilitator, Timekeeper, Recorder, Communicator, etc.) A record and action plan is kept of each meeting.

Title I, Part A: Provide parent involvement meetings that utilize activities that parents can be engaged in their child's education such as Literacy, Math, Science Night. Open House/ Meet the Teacher night, Florida State Assessment Night for families and Make-N-Takes activities give parents an opportunity to learn about learning goals, standards and grade level expectations. The goal is to increase communication and collaboration with parents by providing frequent communication on progress and access to materials and periodicals for use at home. Parents are encourage to use FOCUS a communication tool website that allows parents to monitor their child's grades and academic grades. Support personnel from District Coaching team will provide extended services to the principal and staff at the school. This will include mentoring for the Curriculum Resource Teacher, professional development for the staff in designated focus areas determined by focus walks, observation and analyzing data. NEFEC extended services will provide instructional support with Lesson Study modules. District Coach and Teacher Support Colleagues provide support with guided planning and professional development in using best instruction practices for teaching the LAFS and MAFS. To enhance the engagement and rigor of the curriculum implementation of the Gradual Release of Responsibility Model to include differentiation and small group instruction for intervention and project based learning.

Title I, Part C-Migrant: Bradford partners with a migrant liision in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title III: Services are provided through the district for educational materials to support the ELL liasion.

Title VI: Provides funds to support a drop out prevention teacher and support for implementation of educational technology through Performance Matters.

Title X-Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator is housed as Starke Elementary School and works with school to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI funds are coordinated with Title I to provide supplemental resources for students requiring intervention in ELA and Mathematics.

Violence Prevention Programs: Bullying Prevention Education Programs: Second Step problem solving and Character Education, Positive Praise referrals are implemented to help with positive behaviors and decrease discipline referrals. Steps are also taken through the Positive Behavior Support program in place at the school level.

Other: IDEA and Title I work together to ensure that the educational goal of the school are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Talitha Chestnut	Principal
Esther Kelly	Business/Community
Shaun Burgin	Parent
Linda Miller	Parent
Amy Hamilton	Business/Community
Aimee Thornton	Teacher
Tonja Boswell	Teacher
Michelle Starling	Parent
Joshua Bell	Education Support Employee
Gary Adams	Parent
Maria Banda	Parent

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 meets on a monthly basis to discuss school student achievement, review school goals, strengths and areas of improvement. The principal reports information to the members of the SAC. SAC members look at aspects of the school as suggested by the priorities and assist with a written plan for school improvement. Members of the SAC help decide what will be effective in helping our school improve, students learn and increased student achievement. The previous year SIP is reviewed at the first meeting to discuss previous year goals to determine need and next steps.

Development of this school improvement plan

The principal presented the format of the SIP to the committee members. School data was reviewed and the SAC discussed improvement goals. The problem solving steps were reviewed with SAC to assist in creating the improvement goals for the 2015-2016 SIP.

Preparation of the school's annual budget and plan

The annual Title I budget budget was presented in the spring 2015 with input from staff and shared with SAC.

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

There are no School Improvement funds bugeted at this time.

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
Chestnut, Talitha	Principal
Maynor, Courtney	Assistant Principal
Alvarez, Sherree	Instructional Coach
Cornish, Brenda	Guidance Counselor
Thornton, Aimee	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team provides continuing information and professional development for instructional staff throughout the year. The LLT meets quarterly for collaboration and continual updates on the Florida Language Arts Standards in Reading, Writing, Speaking, Listening and upcoming assessments. The major initiatives of the Literacy Leadership Team is Implementation of the new Language Arts Florida Standards (LAFS) for Reading, Writing, Speaking, Listening, and Viewing. The LLT is also preparing for new Florida State Assessments in English Language Arts with Writing.

Every Teacher Contributes to Reading Instruction in all subjects. Reading instruction does not stop with the reading block. Reading comprehension, vocabulary, and text based responsive writing strategies will be taught in conjunction with instruction in subject areas across the curriculum. This will be done by using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. Formative assessments created by our district office, through Performance Matters of standards will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. All content area teachers will incorporate reading and writing into subject areas with consideration to the following: Guided instruction in comprehension using research based strategies including, but not limited to: text based discussion, cooperative learning, complex teacher read-alouds, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text. Utilization of additional complex text in each content area to support efforts towards close reading, differentiation and independent reading.

Each Classroom will support students in engaging in regular independent reading and understanding of

complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside the classroom and weekly opportunities outside of the classroom to read texts of their choice. Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspapers, plays, magazine articles, and enriching websites. These various forms of text will enable students to build their knowledge and experiences through reading.

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

Starke Elementary School has implemented common planning time for each grade level. During the common planning time teachers analyze student, classroom and grade level data, look at student work, participate in professional development, guided planning, and have conversation about teaching practices and student learning. Teachers participate in lesson study that addresses lesson design and

how they will establish and communicate learning goals, track student progress, and celebrate student success.

The Student Success team meets as a grade level on a monthly basis to discuss individual student achievement. The team discusses students progress receiving Tier 2 and/or Tier 3 interventions, monitors student progress, and makes decisions about implementing interventions or referring the students for services.

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

Starke Elementary partners with local colleges and universities. Pre-interns and in-service teachers observe classrooms and work closely with veteran teachers that have clinical educator training certification. The hiring process requires each teacher to be a Highly Qualified Teacher. Our District Recruitment Program through HR - includes Randy Whytsell, School building administrators, and district personnel. We provide on-going professional development through the District Reading Coach, School Curriculum Resource Teacher, Teacher Support Colleagues, and other district personnel. Each novice teacher is assigned a mentor teacher to support them through their first three years. Teachers go through a mandatory Teacher Induction Program.

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

New teachers are enrolled in the Teacher Induction Program (TIP). Teachers are provided with support and professional development in various areas. The program assist novice teachers with meeting the Florida Professional Educator certification mandates and Florida Educator Accomplished Practices. Starke Elementary School has 5 novice teachers: 4 kindergarten, 1 second grade, 1 fourth grade teacher. Each novice teacher is paired with an experience veteran teacher has completed the Clinical Educator Training course to be a mentor. Mentors are paired with a mentee by collaboration between school

administration and the HR Director. Priority is given to pairing mentors and mentee with those from the same discipline, grade level, and/or department to facilitate a more successful mentor-ship. There are four novice kindergarten teachers. One kindergarten teacher is paired with 14 year experienced kindergarten teacher, another with the Curriculum Resource Teacher, a 6 year veteran teacher, one with a veteran teacher with over 30 years, some of that being in Kindergarten, and our the other with our Teacher Support Colleague from the District Office. The second grade teacher is paired with another 2nd grade teacher who has over 15 years of experience. The fourth grade math/science teacher is pair with 5th grade veteran science teacher with 10 years experience. The fifth grade ELA teacher is pair with Title I reading teacher with 9 years experience and a former 5th grade teacher. Each teacher is monitored and evaluated by Principal/Assistant Principal within 45 days of hire. Teachers must complete a growth plan with targeted strategies and deliberate practices. Novice teachers attend monthly meeting with the principal and must successfully complete the TIP by June 2016. Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor.

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

Bradford County School District adopted Florida state approved reading and math curriculum. The ELA curriculum is Developmental Studies, "Making Meaning" that is aligned to the Common Core ELA standards. Writing instruction also comes from Developmental Studies, "Being A Writer", that aligns to the Florida Writing Standards. In order to meet the new Florida standards in assessment for writing, Starke Elementary teachers will also be using "Collins Writing", "Write-Score", and be holding district reading coach and CRT meetings to review progress of student writing portfolio samples using the new Florida Writing Assessment Rubrics. Literacy camps for grades 3rd-5th grade will be run for 3 six week after school sessions for one hour 2x week. The math curriculum is Pearson, "EnVision" that is aligned to the Common Core Math Standards. These programs are both used in the schools' Tier 1 instruction. The science curriculum used is "National Geographic". In addition, pacing guides and curriculum maps were made using iCpalms, correlating the Florida standards to the Common Core standards for both ELA and MATH at each grade level. Starke Elementary follows the K-12 grade Reading Progression Plan as required by Florida State. Supplemental research based programs are used to differentiate and enrich the core Tier 1 programs or to extend into a Tier 2/3 support using UDL strategies. Some of those programs used are; Development Studies-SIPPS, Pro-Ed-"Edmark Reading", Pearson-"Math Diagnosis and Intervention System", Curriculum Associates-"i-Ready" computer based math, Edmentum-"Reading Eggs" computer based reading, "Achieve 3000" computer based differentiate Lexile reading informational science/social studies text, Renaissance Place-"Accelerated Reader" & "Math Facts in a Flash", "Collins Writing" training and strategies, "Write Score", Explore Learning-"Reflex"-Math Fluency & "Gizmo"-Science/5 E's model computer programs, http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm (Florida Center for Reading Research) Tier 2 K-5th grade, SRA-"Reading Mastery" 1st grade Tier 2 instruction, Horizon's Phonics Elevate (4th and 5th Grade intervention students), Horizon's Discovery (K-3 intervention students).

Teachers each have CPalms accounts and have been trained on how to use the curriculum maps and the available resources to differentiate Tier 1 instruction using Universal Design Learning strategies. The curriculum pacing guides and maps include the Florida Standards for ELA/MATH that guide Tier 1 instruction. Teachers assess standards taught to help target students in need of intervention. In addition to teacher made assessments, the district uses Renaissance Place- "STAR Reading" grades 1st -5th, three to four times per year for Tier 1 progress monitoring and to help identify Tier 2/3 Reading/ intervention students and strategies. Additional progress monitoring is used more frequently with the STAR assessments for any students identified in Tier 2/3, as well as the included teacher assessments or program assessments used in the intervention Tier 2/3 group. I-Ready Reading and Math Diagnostic Tests are completed bi-monthly to also help target T2/T3 students and place them on the correct ability level in each subject. To ensure that Tier 1 instruction is used with fidelity, the district is giving unit assessments every 9-weeks for Math and Science for grades 3rd-5th. State assessments such as FSA, are used to help guide students through the MTSS process and make sure that RTI is done with those students that are identified during data meetings for grades 4th-5th. For grades K-3rd, SAT-10 is used to determine these students in team meetings with teachers or one on one meetings the principal has with teachers.

Starke Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by having data meetings in grade level teams and one on one with the principal. These are used to help guide the identification of students for MTSS. Student Success Team meetings are done that include parent/guardian involvement to identify goals, strategies, responsibilities of each person, and follow-up information.

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

Starke Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by having monthly data meetings in grade level teams and one on one with the Principal and CRT. These are used to help guide the identification of students for MTSS. Student Success Team meetings are done that include parent/guardian involvement to identify goals, strategies, responsibilities of each person, and follow-up information.

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: 1,080

SES Teachers will offer after school tutoring for students in grades 3-5 in the areas of reading, math and science. Teachers will utilize researched-based curriculum to increase student progress towards FSA skill proficiency. Tutoring will be offered 2 days a week for 1 hour after school for 18 weeks.

Strategy Rationale

According to 2013-2014 school data 43 students in grades 3-5 scored a level 1 on the reading portion of the FCAT. In addition writing data show an 11% decline in 4th grade students with proficient writing scores in 2013 compared 2014.

In Spring of 2015, 16% of students were at risk for Tier 3.

Achieve shows 41% of our current 4th graders and 35% of our 5th graders are on track for non-fiction comprehension.

In grades 1-5, Reflex shows 1/2 of students are not fluent in math facts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thornton, Aimee, thornton.aimee@mybradford.us

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

Student data will be collected through I-Ready Reading and Math Diagnostics to show the progress of students. These diagnostic tests will capture snapshots of the student's knowledge on the reading and math standards. Graphs will be provided to show the students initial grade level ability and the ending grade level ability.

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

Starke Elementary School has a Pre-Kindergarten program, sponsored by the Rainbow Center which prepares 4 year olds to transition successfully to Kindergarten. Pre-K students participate in 3 hours of literacy activities daily. Before admission to Kindergarten, students are assessed utilizing a Criterion Reference Test (CRT), VPK Assessment. Students are also assessed individually the first month of school using the Florida Kindergarten Readiness Screening (FLKRS).

Preschool Students that have special needs are identified, and provided with the necessary services (OT/PT, Speech, Language, Assistive Technology, and other health related needs). Public notice of Kindergarten availability (newspaper, radio, are preschools, etc.) is provided. Public notification of Kindergarten registration and requirements are also available for parents. Kindergarten orientation at school site is scheduled for parents and guardians.

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:

.

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.

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

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences.
- G2.** All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion.
- G3.** All students including students identified as SWD, minorities, and those economically disadvantaged will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals.
- G4.** All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

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. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences. **1a**

 G071620

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal **2**

- Science notebooks Journals
- National Geographic Readers Series
- Science Weekly
- Achieve 3000
- Discovery Ed
- Brain Pop

Targeted Barriers to Achieving the Goal **3**

- Teachers not familiar with the 5E Learning model for science
- Students lack understanding of content specific vocabulary

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

student performance task assessments in the science content big idea topics

Person Responsible

Talitha Chestnut

Schedule

Every 2 Months, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student work journals

G2. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion. 1a

G071621

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0

Resources Available to Support the Goal 2

- Collins Writing Program
- Write Score
- Being A Writer

Targeted Barriers to Achieving the Goal 3

- Students have poor organizational and writing skills
- Teachers do not connect reading, social studies, mathematics, and science subject areas with writing

Plan to Monitor Progress Toward G2. 8

Student response to writing prompt will be assessed using a 10 point rubric

Person Responsible

Aimee Thornton

Schedule

Every 2 Months, from 9/21/2015 to 5/31/2016

Evidence of Completion

Student writing responses will be collected and analyzed to gather data.

G3. All students including students identified as SWD, minorities, and those economically disadvantaged will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals. 1a

G071622

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- "Making Meaning" reading comprehension curriculum
- "Making Meaning Vocabulary" curriculum
- Achieve 3000
- Title I Interventionist teachers
- Barnell Loft Specific Skills and Multiple Skills Reading Series
- District Literacy Coach
- iReady Reading
- LAFS
- Accelerated Reader
- Horizon Phonics

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient and efficient intervention instruction for students reading below grade level.
- Teachers lack of thorough understanding of the Gradual Release of Responsibility Model
- Students performing below grade level

Plan to Monitor Progress Toward G3. 8

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Progress Monitoring (STAR, I-Ready Reading, classroom assessments, student progress reports)

G4. All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems. **1a**

 G071623

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	60.0

Resources Available to Support the Goal **2**

- "Guided Math in Action K-5" math professional study book
- iReady computer software
- Pearson Envision Math Curriculum
- REFLEX online Math fluency software
- Envision student centers
- Eureka
- Cpalms
- District Math TSC

Targeted Barriers to Achieving the Goal **3**

- Teachers do not use the Gradual Release of Responsibility Model
- Students have poor math fact fluency

Plan to Monitor Progress Toward G4. **8**

Lesson Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Google Drive Lesson Plans, Weekly classroom observations, students progress monitoring through weekly computation assessments, Progress Monitoring (REFLEX Math, I-Ready Math Diagnostics (3 times a year), I-Ready Math Growth Assessments (every 4-6 weeks)), classroom assessments, Performance Matters, student progress reports).

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. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences. **1**

 G071620

G1.B2 Teachers not familiar with the 5E Learning model for science **2**

 B186703

G1.B2.S1 Teacher professional development in the 5Es science model **4**

 S198115

Strategy Rationale

Teachers do not utilize the 5Es model for science instruction.

Action Step 1 **5**

Teachers will receive PD on the 5Es model to use when planning science instruction

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 10/13/2014 to 11/20/2015

Evidence of Completion

Monitoring lesson plans

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

Teachers will receive support and feedback in lesson plans using the 5Es model

Person Responsible

Talitha Chestnut

Schedule

On 10/5/2015

Evidence of Completion

Lesson plans

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

Admin and district science coach will observe science instruction provide feedback

Person Responsible

Talitha Chestnut

Schedule

On 5/29/2015

Evidence of Completion

Informal Walk-thru

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

Admin and district science coach will observe science instruction provide feedback

Person Responsible

Talitha Chestnut


Schedule

On 5/29/2015

Evidence of Completion

Informal Walk-thru

G1.B4 Students lack understanding of content specific vocabulary **2**

 B186705

G1.B4.S1 Create and use a streamline list of vocabulary word relating to science units. **4**

 S198116

Strategy Rationale

Students are unfamiliar with content specific Tier 3 vocabulary words.

Action Step 1 **5**

Select specific Tier 3 vocabulary words

Person Responsible

Talitha Chestnut

Schedule

On 6/3/2016

Evidence of Completion

Teachers will identify vocabulary words and create word walls with pictures and description

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

Lesson plans

Person Responsible

Talitha Chestnut

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, Classroom word wall and boards, student journals

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

Classrooms and Lesson plans will be monitored

Person Responsible

Talitha Chestnut

Schedule

On 6/3/2016


Evidence of Completion

Lesson plans, focus walks, observations

G2. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion. 1

 G071621

G2.B1 Students have poor organizational and writing skills 2

 B186707

G2.B1.S1 Teach students how to organize ideas into drafts and write for a purpose and an audience. 4

 S198118

Strategy Rationale

Students have poor organizational and weak composition skills.

Action Step 1 5

Students writing will be scored and analyzed using a 10-point detailed rubric.

Person Responsible

Aimee Thornton

Schedule

Every 2 Months, from 9/7/2015 to 5/31/2016

Evidence of Completion

Informational and opinion writing prompts written by students

Action Step 2 5

Teachers will implement the Being a Writer curriculum.

Person Responsible

Talitha Chestnut

Schedule

Daily, from 8/31/2015 to 6/10/2016

Evidence of Completion

Monitored Lesson Plans

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

Teacher observation during the ELA writing block and provide feedback.

Person Responsible

Talitha Chestnut

Schedule

Biweekly, from 10/1/2015 to 4/29/2016

Evidence of Completion

Teacher lesson plans, monitoring data, classroom assessment data

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

Students essays will be formally assessed and analyzed using a 10 point rubric.

Person Responsible

Aimee Thornton

Schedule

Every 2 Months, from 9/21/2015 to 5/31/2016

Evidence of Completion

Student assessment data

G2.B2 Teachers do not connect reading, social studies, mathematics, and science subject areas with writing **2**

 B186708

G2.B2.S1 Teacher will connect writing to all subject areas. **4**

 S198119

Strategy Rationale

Students will have more opportunities to write in various subject areas.

Action Step 1 **5**

Teachers will attend Being a Writer Workshop

Person Responsible

Talitha Chestnut

Schedule

On 8/28/2015

Evidence of Completion

Professional Development logs

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

Monitoring lesson plans and implementation through observation and feedback

Person Responsible

Courtney Maynor

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Lesson plans, student work

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

Student work will be assessed using a 10 point rubric.

Person Responsible

Aimee Thornton

Schedule

Every 2 Months, from 8/31/2015 to 6/10/2016

Evidence of Completion

Student work, assessment data for classes and individual students

G3. All students including students identified as SWD, minorities, and those economically disadvantaged will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals. 1

G071622

G3.B3 Lack of sufficient and efficient intervention instruction for students reading below grade level. 2

B186714

G3.B3.S1 Increase communication and collaboration between classroom teachers and intervention teachers to set student intervention goals and monitor student progress towards those goals. 4

S198123

Strategy Rationale

Classroom teachers will use appropriate resources for Tier 2 intervention that aligns with the Tier 3 intensive interventions used by interventionist.

Action Step 1 5

Intervention groups with scheduled times, biweekly collaboration between classroom and intervention teachers, shared student data

Person Responsible

Aimee Thornton

Schedule

Biweekly, from 9/8/2015 to 9/8/2015

Evidence of Completion

Lesson Plans, Student H2 Progress monitoring results, Bi-Weekly MTSS Meetings

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Aimee Thornton

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

student data from progress monitoring assessments from I-Ready Reading, classroom assessment results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Talitha Chestnut


Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

student data from progress monitoring assessments, classroom assessment results

G3.B5 Teachers lack of thorough understanding of the Gradual Release of Responsibility Model **2**

 B186716

G3.B5.S1 Teachers will implement the Gradual Release of Responsibility with focused instruction, guided instruction, teacher/student collaboration and independent work. **4**

 S198125

Strategy Rationale

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application.

Action Step 1 **5**

Teachers will receive training to engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students.

Person Responsible

Talitha Chestnut

Schedule

On 6/8/2016

Evidence of Completion

Lesson plans, student work, Lesson Study

Plan to Monitor Fidelity of Implementation of G3.B5.S1 **6**

Observe instruction and provide teachers with feedback.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student work ,teacher anchor chart, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Teacher observation, informal walk-throughs

Person Responsible

Courtney Maynor

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student work, teacher lesson plans, student journals

G4. All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems. 1

G071623

G4.B3 Teachers do not use the Gradual Release of Responsibility Model 2

B186722

G4.B3.S1 Teachers are required to submit weekly lesson plans showing the Gradual Release Model being used. 4

S198127

Strategy Rationale

When teachers use the Gradual Release Model, students are able to perform at a higher level on their independent practice.

Action Step 1 5

Teachers will submit weekly lesson plans showing use of Gradual Release Model.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans uploaded to Google Drive by every Monday 8:00am.

Action Step 2 5

Classroom observations will be completed often to show the Gradual Release Model being applied.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Weekly classroom observations, formal and informal observations will be completed by the Principal and Assistant Principal to observe the Gradual Release Model being used in classrooms.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Classroom observations will be conducted and lesson plans will be submitted.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Lesson plan check offs and feedback from classroom observations will show the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Lesson plans will be checked off every Monday to ensure the necessary content is there.

Person Responsible

Talitha Chestnut


Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

A spreadsheet is kept to show when lesson plans were submitted. Comments are saved in the lesson plans for teachers to refer to to work on problems that were found. Lesson plans fall under "Professional Obligations", which is 1/3 of teachers evaluations.

G4.B5 Students have poor math fact fluency **2**

 B186724

G4.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency using programs such as Reflex and I-Ready Math. **4**

 S198129

Strategy Rationale

Students will spend at least 10 minutes a day on Reflex and they will spend 45 minutes a week in I-Ready Math.

Action Step 1 **5**

Teachers will provide students opportunities to practice basic math facts to gain fact fluency.

Person Responsible

Talitha Chestnut

Schedule

Daily, from 9/1/2015 to 9/21/2015

Evidence of Completion

Weekly computation assessments, Progress Monitoring (REFLEX Math, I-Ready Math Diagnostics (3 times a year), I-Ready Math Growth Assessments (every 4-6 weeks), classroom assessments, Performance Matters, student progress reports).

Plan to Monitor Fidelity of Implementation of G4.B5.S1 **6**

Students will use REFLEX math

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Class and individual student reports will be generated as progress monitoring assessments are given. Diagnostics are given 3 times per school year and growth assessments are assigned to students every 4-6 weeks through I-Ready.

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Teachers will monitor students fluency gains and provide students with fluency goals.

Person Responsible

Talitha Chestnut

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Class and individual student data

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.B2.S1.A1	Teachers will receive PD on the 5Es model to use when planning science instruction	Chestnut, Talitha	10/13/2014	Monitoring lesson plans	11/20/2015 weekly
G1.B4.S1.A1	Select specific Tier 3 vocabulary words	Chestnut, Talitha	8/31/2015	Teachers will identify vocabulary words and create word walls with pictures and description	6/3/2016 one-time
G2.B1.S1.A1	Students writing will be scored and analyzed using a 10-point detailed rubric.	Thornton, Aimee	9/7/2015	Informational and opinion writing prompts written by students	5/31/2016 every-2-months
G2.B2.S1.A1	Teachers will attend Being a Writer Workshop	Chestnut, Talitha	7/13/2015	Professional Development logs	8/28/2015 one-time
G3.B3.S1.A1	Intervention groups with scheduled times, biweekly collaboration between classroom and intervention teachers, shared student data	Thornton, Aimee	9/8/2015	Lesson Plans, Student H2 Progress monitoring results, Bi-Weekly MTSS Meetings	9/8/2015 biweekly
G3.B5.S1.A1	Teachers will receive training to engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students.	Chestnut, Talitha	8/24/2015	Lesson plans, student work, Lesson Study	6/8/2016 one-time
G4.B3.S1.A1	Teachers will submit weekly lesson plans showing use of Gradual Release Model.	Chestnut, Talitha	8/24/2015	Lesson plans uploaded to Google Drive by every Monday 8:00am.	6/8/2016 weekly
G4.B5.S1.A1	Teachers will provide students opportunities to practice basic math facts to gain fact fluency.	Chestnut, Talitha	9/1/2015	Weekly computation assessments, Progress Monitoring (REFLEX Math, I-Ready Math Diagnostics (3 times a year), I-Ready Math Growth Assessments (every 4-6 weeks), classroom assessments, Performance Matters, student progress reports).	9/21/2015 daily
G2.B1.S1.A2	Teachers will implement the Being a Writer curriculum.	Chestnut, Talitha	8/31/2015	Monitored Lesson Plans	6/10/2016 daily
G4.B3.S1.A2	Classroom observations will be completed often to show the Gradual Release Model being applied.	Chestnut, Talitha	9/1/2015	Weekly classroom observations, formal and informal observations will be completed by the Principal and Assistant Principal to observe the	6/8/2016 weekly

Bradford - 0051 - Starke Elementary School - 2015-16 SIP
Starke Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Gradual Release Model being used in classrooms.	
G1.MA1	student performance task assessments in the science content big idea topics	Chestnut, Talitha	10/5/2015	Student work journals	5/27/2016 every-2-months
G1.B2.S1.MA1	Admin and district science coach will observe science instruction provide feedback	Chestnut, Talitha	10/20/2014	Informal Walk-thru	5/29/2015 one-time
G1.B2.S1.MA1	Admin and district science coach will observe science instruction provide feedback	Chestnut, Talitha	10/20/2014	Informal Walk-thru	5/29/2015 one-time
G1.B2.S1.MA1	Teachers will receive support and feedback in lesson plans using the 5Es model	Chestnut, Talitha	10/5/2015	Lesson plans	10/5/2015 one-time
G1.B4.S1.MA1	Classrooms and Lesson plans will be monitored	Chestnut, Talitha	10/5/2015	Lesson plans, focus walks, observations	6/3/2016 one-time
G1.B4.S1.MA1	Lesson plans	Chestnut, Talitha	10/5/2015	Lesson plans, Classroom word wall and boards, student journals	6/3/2016 one-time
G2.MA1	Student response to writing prompt will be assessed using a 10 point rubric	Thornton, Aimee	9/21/2015	Student writing responses will be collected and analyzed to gather data.	5/31/2016 every-2-months
G2.B1.S1.MA1	Students essays will be formally assessed and analyzed using a 10 point rubric.	Thornton, Aimee	9/21/2015	Student assessment data	5/31/2016 every-2-months
G2.B1.S1.MA1	Teacher observation during the ELA writing block and provide feedback.	Chestnut, Talitha	10/1/2015	Teacher lesson plans, monitoring data, classroom assessment data	4/29/2016 biweekly
G2.B2.S1.MA1	Student work will be assessed using a 10 point rubric.	Thornton, Aimee	8/31/2015	Student work, assessment data for classes and individual students	6/10/2016 every-2-months
G2.B2.S1.MA1	Monitoring lesson plans and implementation through observation and feedback	Maynor, Courtney	8/31/2015	Lesson plans, student work	6/10/2016 weekly
G3.MA1	Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/8/2015	Progress Monitoring (STAR, I-Ready Reading, classroom assessments, student progress reports)	6/8/2016 weekly
G3.B3.S1.MA1	Lesson Plans, H2 intervention forms, administrative walkthroughs	Chestnut, Talitha	9/8/2015	student data from progress monitoring assessments, classroom assessment results	6/8/2016 weekly
G3.B3.S1.MA1	Lesson Plans, H2 intervention forms, administrative walkthroughs	Thornton, Aimee	9/8/2015	student data from progress monitoring assessments from I-Ready Reading, classroom assessment results	6/8/2016 weekly
G3.B5.S1.MA1	Teacher observation, informal walk-throughs	Maynor, Courtney	10/5/2015	Student work, teacher lesson plans, student journals	5/27/2016 weekly
G3.B5.S1.MA1	Observe instruction and provide teachers with feedback.	Chestnut, Talitha	8/24/2015	Student work ,teacher anchor chart, lesson plans	6/8/2016 weekly
G4.MA1	Lesson Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/1/2015	Google Drive Lesson Plans, Weekly classroom observations, students progress monitoring through weekly computation assessments, Progress Monitoring (REFLEX Math, I-Ready Math Diagnostics (3 times a year), I-Ready Math Growth Assessments (every 4-6 weeks)), classroom assessments, Performance Matters, student progress reports).	6/8/2016 monthly
G4.B3.S1.MA1	Lesson plans will be checked off every Monday to ensure the necessary content is there.	Chestnut, Talitha	9/1/2015	A spreadsheet is kept to show when lesson plans were submitted. Comments are saved in the lesson plans for teachers to refer to to work on problems that were found. Lesson plans fall under "Professional	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Obligations", which is 1/3 of teachers evaluations.	
G4.B3.S1.MA1	Classroom observations will be conducted and lesson plans will be submitted.	Chestnut, Talitha	9/1/2015	Lesson plan check offs and feedback from classroom observations will show the fidelity of implementation.	6/8/2016 weekly
G4.B5.S1.MA1	Teachers will monitor students fluency gains and provide students with fluency goals.	Chestnut, Talitha	10/6/2014	Class and individual student data	5/29/2015 monthly
G4.B5.S1.MA1	Students will use REFLEX math	Chestnut, Talitha	10/27/2014	Class and individual student reports will be generated as progress monitoring assessments are given. Diagnostics are given 3 times per school year and growth assessments are assigned to students every 4-6 weeks through I-Ready.	6/4/2015 weekly

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. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences.

G1.B2 Teachers not familiar with the 5E Learning model for science

G1.B2.S1 Teacher professional development in the 5Es science model

PD Opportunity 1

Teachers will receive PD on the 5Es model to use when planning science instruction

Facilitator

Marie Appling and Talitha Chestnut

Participants

3-5 science grade teachers

Schedule

Weekly, from 10/13/2014 to 11/20/2015

G2. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion.

G2.B2 Teachers do not connect reading, social studies, mathematics, and science subject areas with writing

G2.B2.S1 Teacher will connect writing to all subject areas.

PD Opportunity 1

Teachers will attend Being a Writer Workshop

Facilitator

Center for the Collaborative Classroom

Participants

K-5 ELA Teachers,

Schedule

On 8/28/2015

G3. All students including students identified as SWD, minorities, and those economically disadvantaged will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals.

G3.B5 Teachers lack of thorough understanding of the Gradual Release of Responsibility Model

G3.B5.S1 Teachers will implement the Gradual Release of Responsibility with focused instruction, guided instruction, teacher/student collaboration and independent work.

PD Opportunity 1

Teachers will receive training to engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students.

Facilitator

District Coaches

Participants

K-5

Schedule

On 6/8/2016

G4. All students, including students SWD, minority students, and economically disadvantaged students will develop mental math strategies to aid in math fact fluency, computation accuracy, and open-ended style math problems.

G4.B3 Teachers do not use the Gradual Release of Responsibility Model

G4.B3.S1 Teachers are required to submit weekly lesson plans showing the Gradual Release Model being used.

PD Opportunity 1

Teachers will submit weekly lesson plans showing use of Gradual Release Model.

Facilitator

Aimee Thornton

Participants

All teachers at Starke Elementary

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G4.B5 Students have poor math fact fluency

G4.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency using programs such as Reflex and I-Ready Math.

PD Opportunity 1

Teachers will provide students opportunities to practice basic math facts to gain fact fluency.

Facilitator

Teresa Mitchiner

Participants

1st-5th Grade Math teachers

Schedule

Daily, from 9/1/2015 to 9/21/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Teachers will receive PD on the 5Es model to use when planning science instruction				\$0.00
2	G1.B4.S1.A1	Select specific Tier 3 vocabulary words				\$0.00
3	G2.B1.S1.A1	Students writing will be scored and analyzed using a 10-point detailed rubric.				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Starke Elementary School	Title I Part A		\$2,100.00
<i>Notes: Writing prompts will be purchased through Write Score to assess students progress on writing standards.</i>						
4	G2.B1.S1.A2	Teachers will implement the Being a Writer curriculum.				\$0.00
5	G2.B2.S1.A1	Teachers will attend Being a Writer Workshop				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$600.00
<i>Notes: 5 teachers</i>						
6	G3.B3.S1.A1	Intervention groups with scheduled times, biweekly collaboration between classroom and intervention teachers, shared student data				\$0.00
7	G3.B5.S1.A1	Teachers will receive training to engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students.				\$0.00
8	G4.B3.S1.A1	Teachers will submit weekly lesson plans showing use of Gradual Release Model.				\$0.00
9	G4.B3.S1.A2	Classroom observations will be completed often to show the Gradual Release Model being applied.				\$0.00
10	G4.B5.S1.A1	Teachers will provide students opportunities to practice basic math facts to gain fact fluency.				\$2,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	0051 - Starke Elementary School	Title I Part A		\$2,995.00
Total:						\$5,695.00