

Starke Elementary School

1000 W WELDON ST, Starke, FL 32091

bradfordschools.org/starke

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	C	

**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 is pending approval by the Bradford County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Starke Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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 590 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.

b. 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. All students report directly to the cafeteria for breakfast then students are escorted to their assigned classroom by the paraprofessionals. 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. At the end of the day students are escorted to school buses by their teacher where they wait with paraprofessionals. Teacher wait with students at the car pick up area. The ASPIRE after school program engages students requiring after school care in academic tutoring and homework assistance under the adult supervision of faculty/staff.

c. 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). All school personnel are provided training to ensure that the PBS programs are implemented with fidelity, consistency, and fairness. The "Proton" PBS Team work together to create a positive atmosphere for teachers, staff and students. The Proton Team is working closely with school bus drivers to decrease the number of inappropriate bus behavior and bus referral. All school buses have CHAMPs posters located on the bus to remind students of the expected behavior while riding on the bus. A school bus of the week has been implemented to acknowledge school bus with students that exhibit exemplary behavior.

d. 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. 4th and 5th grade students participate in the All Stars Character Ed program. The All Star program is sponsored by Meridian Health. All Stars Character Education includes 15 activities that build six pro-social values: being caring, forgiving, helpful, honest, respectful, and responsible. Includes take home activities to be completed with parents. The program is designed to promote positive character traits, establish positive norms for social behavior, promote bonding with positive, supportive social institutions, and promote positive parental attentiveness.

Students in grade K-3 participate in Child Safety Matters. This comprehensive, developmentally appropriate, effective program educates and empowers students and all relevant adults, with strategies to prevent, recognize, and respond to unsafe situations, including bullying, cyberbullying, all types of child abuse, and digital abuse. The school counselor provides

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.

3. Early Warning Systems

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

a. 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 2015- 2016 school year, 222 referrals were written for student infractions, this is a decrease 28% decrease from the 2014-2015 school. 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 worked. 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 2015 - 2016 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	7	8	3	2	2	0	0	0	0	0	0	0	34
One or more suspensions	4	2	3	3	5	20	0	0	0	0	0	0	0	37
Course failure in ELA or Math	19	7	9	7	8	0	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	35	23	27	0	0	0	0	0	0	0	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	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	10	4	1	1	3	1	0	0	0	0	0	0	0	20

c. 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 worked. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317150>.

2. Description

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

2. 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 and open house 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. FSA 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. To promote reading at home and school parents are invited to Reading Winter Wonderland and Reading Under the Stars events along with family book fair night held twice a year. 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.

Starke Elementary School partners with the Bradford Education Foundation, local veterans, Fire, police, sheriff departments and local businesses for our annual Career Fair.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Chestnut, Talitha	Principal
Cornish, Brenda	School Counselor
Thornton, Aimee	Instructional Coach
Beckett, Brett	Assistant Principal

b. Duties

1. 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, Brett Beckett, 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 Renee Cassels, 2nd grade: Pami Harrell, 3rd grade kristenCorbin, 4th grade Virginia Neal, 5th grade: Cassie Reddish 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 Mr. Beckett 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.

2. 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, Mr. Beckett, (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.

Mrs. Aimee Thornton, serves as the Curriculum Crusaders chairperson. The team meets monthly after school to discuss Tier 1 core curriculum and address any curriculum concerns. An agenda is created each month along with minutes.

Mrs. Natalie Whytsell, serves as the PBS Proton Chairperson. The PBS team meets monthly after school to discuss issues raised by teachers and students to 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 liaison 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 liaison.

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 at 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Talitha Chestnut	Principal
Linda Miller	Parent
David Hamilton	Business/Community
Aimee Thornton	Teacher
Tonja Boswell	Teacher
Joshua Bell	Education Support Employee
Jennifer Reddish	Parent
Fatha DeSue	Parent
Stacey Hendrix	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC meets every other month 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.

b. 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 2016-2017 SIP.

c. Preparation of the school's annual budget and plan

The annual Title I budget budget was presented in the spring 2016 with input from staff and shared with SAC.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chestnut, Talitha	Principal
Alvarez, Sherree	Instructional Coach
Cornish, Brenda	School Counselor
Thornton, Aimee	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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. 30/60/90 day retention conversations are had with all new hires as well as re-recruitment conversations are had with all employees.

3. 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 7 novice teachers: 3 kindergarten, 1 second grade, 1 fourth grade teacher, 1 fifth grade teacher. Each novice teacher is paired with an experience veteran teacher that has completed the Clinical Educator Training course to be a mentor. Mentors are paired with a novice teacher by collaboration between school administration and the HR Director. Priority is given to pairing mentors and with those from the same discipline, grade level, and/or department to facilitate a more successful mentor-ship.

There are three novice kindergarten teachers. Two kindergarten teachers are paired with 15 year experienced kindergarten teacher, another with a first grade teacher with 22 years experience, The fifth grade ELA teacher is paired with the Curriculum Resource Teacher. The second grade teacher is paired with the district ELA coach year veteran teacher, the fourth grade teacher is paired with the Teacher Support Colleague from the District Office.

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 2017. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 comprehension and vocabulary components of ELA curriculum is Developmental Studies, "Making Meaning" and the phonic and phonemic awareness is components of the ELA curriculum is "CKLA" Core Knowledge Language Arts. Both are 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 "Write-Score", and hold 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 Great Minds "Engage NY" 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 to correlate 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 reading and math, Edmentum-“Reading Eggs” computer based reading, “Achieve 3000” computer based differentiate Lexile reading informational science/social studies text, Renaissance Place-“Accelerated Reader” “Write Score”, Explore Learning-“Reflex”-Math Fluency & http://www.fcrr.org/curriculum/SCA_CCSS_index.shtml (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 have access to the curriculum maps through the Google Drive. Teachers 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, iReady 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.

b. Instructional Strategies

1. 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.

2. 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, and math. 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 9 weeks.

Strategy Rationale

According to 2015-2016 school data 93 students in grades 3-5 scored a level 1 on the reading portion of the FSA. In addition the 2015-2016 school data 70 students in grades 3-5 scored a level on the mathematics portion of the FSA.

In Spring of 2016 iReady reading data, 9% of students were at risk for Tier 3 this is a 7% decrease from the 2014-2015 school year. The Spring 2016 iReady math data, 4% were at risk for Tier 3, this is a 12% decrease from 2014-2015 school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beckett, Brett, beckett.brett@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 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 will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals and 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 will develop mental math strategies to aid in math fact fluency, computation accuracy, key concepts, open-ended style math problems and application.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All students 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

G084423

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	47.0

Targeted Barriers to Achieving the Goal 3

- Students lack understanding of content specific vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

student performance task assessments in the science content big idea topics

Person Responsible

Talitha Chestnut

Schedule

Monthly, from 9/23/2016 to 5/25/2017

Evidence of Completion

Performance Matters, Chapter and unit test scores, student work samples, Data meeting report

G2. All students will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals and 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**

G084424

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal **3**

- Lack of sufficient and efficient intervention instruction for students reading below grade level.
- student lack of understanding vocabulary

Resources Available to Help Reduce or Eliminate the Barriers **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
- Professional Development

Plan to Monitor Progress Toward G2. **8**

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Lesson plan checklist, Progress Monitoring (STAR, I-Ready Reading, Achieve3000, classroom assessments, student progress reports)

G3. All students will develop mental math strategies to aid in math fact fluency, computation accuracy, key concepts, open-ended style math problems and application. 1a

G084425

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers and students lack understanding of conceptual mathematics
- Students have poor math fact fluency

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G3. 8

Lesson Plans, Administrative Walkthroughs, Student Data

Person Responsible

Brett Beckett

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

Google Drive Lesson Plans, Weekly classroom observations, students progress monitoring through weekly computation assessments, Progress Monitoring (I-Ready Math and Classroom Assessments)

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 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**

 G084423

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

 B224286

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

 S236726

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

Quarterly, from 9/26/2016 to 5/25/2017

Evidence of Completion

Teachers will identify vocabulary words and create word walls

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

Lesson plans, Classroom observations, Science assessments, and student work

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/23/2016 to 5/25/2017

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, student progress will be tracked through chapter and unit assessments.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/23/2016 to 5/25/2017

Evidence of Completion

Lesson plans, focus walks, observations, guided planning

G2. All students will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals and 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

G084424

G2.B3 Lack of sufficient and efficient intervention instruction for students reading below grade level. 2

B224290

G2.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

S236731

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 9/1/2016 to 5/25/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Aimee Thornton

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

student data from progress monitoring assessments, classroom assessment results

G2.B8 student lack of understanding vocabulary 2

 B224295

G2.B8.S1 Implement explicit and systematic vocabulary instruction by focusing on teaching words in the context and embedding it in the instructional content. 4

 S236734

Strategy Rationale

Students have limited vocabulary and understanding of Tier 2 academic words, language acquisition and background knowledge.

Action Step 1 5

Implementation of vocabulary strategies lesson study

Person Responsible

Talitha Chestnut

Schedule

Triannually, from 9/23/2016 to 12/16/2016

Evidence of Completion

Lesson plans with explicit vocabulary instruction embedded into lesson

Plan to Monitor Fidelity of Implementation of G2.B.8.S1 6

Teachers will create lessons that embed explicit vocabulary instruction

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 10/21/2016 to 5/26/2017

Evidence of Completion

lesson plans, observation, student discussion and work samples.

Plan to Monitor Effectiveness of Implementation of G2.B.8.S1 7

Students discussion of academic tier 2 vocabulary words will be used in writing and/or discussion as it relates to text

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

STAR, iReady Reading and Achieve 3000 reports will be monitored. Discussion with staff about student discussion, writing, work samples collected. Admin observations and walk-throughs, lesson plans Lesson study sign-in sheets.

G3. All students will develop mental math strategies to aid in math fact fluency, computation accuracy, key concepts, open-ended style math problems and application. 1

G084425

G3.B2 Teachers and students lack understanding of conceptual mathematics 2

B224297

G3.B2.S1 Teachers will utilize a comprehensive math curriculum that provides the opportunity for students and teachers to teach and practice mathematical concepts. 4

S236736

Strategy Rationale

Students do not have deep knowledge of mathematical concepts.

Action Step 1 5

Teachers will use Eureka math curriculum daily for their math instruction.

Person Responsible

Brett Beckett

Schedule

Daily, from 8/15/2016 to 5/25/2017

Evidence of Completion

Lesson plans, observation, grade group PLCs, I-Ready diagnostic, growth monitoring and standards mastery.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Student work, guided planning

Person Responsible

Brett Beckett

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Exit tickets, Performance Matters, Mid and End of Module Eureka Assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will meet for guided planning.

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 8/15/2016 to 5/25/2017


Evidence of Completion

Student evidence will be tracked using Performance Matters and teachers attendance will be monitored by sign in sheets. Sign-in sheets from guided planning, bi-weekly meetings.

G3.B5 Students have poor math fact fluency 2

 B224300

G3.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency using programs such as Reflex, Great Leaps Math, and Eureka Fluency and/or sprints. 4

 S236739

Strategy Rationale

Students are not proficient with their basic math facts with automaticity and accuracy.

Action Step 1 5

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

Person Responsible

Brett Beckett

Schedule

Daily, from 9/20/2016 to 5/25/2017

Evidence of Completion

Progress Monitoring (REFLEX Math, classroom assessments).

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

Students will use REFLEX math or Zearn.

Person Responsible

Brett Beckett

Schedule

Weekly, from 9/30/2016 to 5/25/2017

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 G3.B5.S1 7

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

Person Responsible

Brett Beckett

Schedule

Monthly, from 9/30/2016 to 5/25/2017



Evidence of Completion

Class and individual student data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B8.S1.A1 A305512	Implementation of vocabulary strategies lesson study	Chestnut, Talitha	9/23/2016	Lesson plans with explicit vocabulary instruction embedded into lesson	12/16/2016 triannually
G1.MA1 M311548	student performance task assessments in the science content big idea topics	Chestnut, Talitha	9/23/2016	Performance Matters, Chapter and unit test scores, student work samples, Data meeting report	5/25/2017 monthly
G2.MA1 M311563	Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/1/2016	Lesson plan checklist, Progress Monitoring (STAR, I-Ready Reading, Achieve3000, classroom assessments, student progress reports)	5/25/2017 weekly
G3.MA1 M311574	Lesson Plans, Administrative Walkthroughs, Student Data	Beckett, Brett	9/26/2016	Google Drive Lesson Plans, Weekly classroom observations, students progress monitoring through weekly computation assessments, Progress Monitoring (I-Ready Math and Classroom Assessments)	5/25/2017 monthly
G1.B4.S1.MA1 M311546	Classrooms and Lesson plans will be monitored, student progress will be tracked through chapter and...	Chestnut, Talitha	9/23/2016	Lesson plans, focus walks, observations, guided planning	5/25/2017 weekly
G1.B4.S1.MA1 M311547	Lesson plans, Classroom observations, Science assessments, and student work	Chestnut, Talitha	9/23/2016	Lesson plans, Classroom word wall and boards, student journals	5/25/2017 weekly
G1.B4.S1.A1 A305505	Select specific Tier 3 vocabulary words	Chestnut, Talitha	9/26/2016	Teachers will identify vocabulary words and create word walls	5/25/2017 quarterly
G2.B3.S1.MA1 M311555	Lesson Plans, H2 intervention forms, administrative walkthroughs	Chestnut, Talitha	9/1/2016	student data from progress monitoring assessments, classroom assessment results	5/25/2017 weekly
G2.B3.S1.MA1 M311556	Lesson Plans, H2 intervention forms, administrative walkthroughs	Thornton, Aimee	9/6/2016	Student data from progress monitoring assessments from I-Ready Reading, classroom assessment results	5/25/2017 weekly
G2.B3.S1.A1 A305509	Intervention groups with scheduled times, biweekly collaboration between classroom and intervention...	Thornton, Aimee	9/1/2016	Lesson Plans, Student H2 Progress monitoring results, Bi-Weekly MTSS Meetings, Fidelity Checks	5/25/2017 biweekly
G3.B2.S1.MA1 M311566	Teachers will meet for guided planning.	Chestnut, Talitha	8/15/2016	Student evidence will be tracked using Performance Matters and teachers attendance will be monitored by sign in sheets. Sign-in sheets from guided planning, bi-weekly meetings.	5/25/2017 weekly
G3.B2.S1.MA1 M311567	Student work, guided planning	Beckett, Brett	8/15/2016	Exit tickets, Performance Matters, Mid and End of Module Eureka Assessments	5/25/2017 weekly
G3.B2.S1.A1 A305514	Teachers will use Eureka math curriculum daily for their math instruction.	Beckett, Brett	8/15/2016	Lesson plans, observation, grade group PLCs, I-Ready diagnostic, growth monitoring and standards mastery.	5/25/2017 daily
G3.B5.S1.MA1 M311572	Teachers will monitor students fluency gains and provide students with fluency goals.	Beckett, Brett	9/30/2016	Class and individual student data.	5/25/2017 monthly
G3.B5.S1.MA1 M311573	Students will use REFLEX math or Zearn.	Beckett, Brett	9/30/2016	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.	5/25/2017 weekly
G3.B5.S1.A1 A305518	Teachers will provide students opportunities to practice basic math facts to gain fact fluency.	Beckett, Brett	9/20/2016	Progress Monitoring (REFLEX Math, classroom assessments).	5/25/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B8.S1.MA1  M311561	Students discussion of academic tier 2 vocabulary words will be used in writing and/or discussion...	Chestnut, Talitha	9/26/2016	STAR, iReady Reading and Achieve 3000 reports will be monitored. Discussion with staff about student discussion, writing, work samples collected. Admin observations and walk-throughs, lesson plans Lesson study sign-in sheets.	5/26/2017 weekly
G2.B8.S1.MA1  M311562	Teachers will create lessons that embed explicit vocabulary instruction	Chestnut, Talitha	10/21/2016	lesson plans, observation, student discussion and work samples.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. All students 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.B4 Students lack understanding of content specific vocabulary

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

PD Opportunity 1

Select specific Tier 3 vocabulary words

Facilitator

Learning Focused Model

Participants

Kindergarten - 5th Grade

Schedule

Quarterly, from 9/26/2016 to 5/25/2017

G2. All students will use reading comprehension strategies and self-monitoring strategies through the use of rigorous text to master individual reading goals and 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.B8 student lack of understanding vocabulary

G2.B8.S1 Implement explicit and systematic vocabulary instruction by focusing on teaching words in the context and embedding it in the instructional content.

PD Opportunity 1

Implementation of vocabulary strategies lesson study

Facilitator

Talitha Chestnut, Brett Beckett, Aimee Thornton

Participants

All certified teachers

Schedule

Triannually, from 9/23/2016 to 12/16/2016

G3. All students will develop mental math strategies to aid in math fact fluency, computation accuracy, key concepts, open-ended style math problems and application.

G3.B2 Teachers and students lack understanding of conceptual mathematics

G3.B2.S1 Teachers will utilize a comprehensive math curriculum that provides the opportunity for students and teachers to teach and practice mathematical concepts.

PD Opportunity 1

Teachers will use Eureka math curriculum daily for their math instruction.

Facilitator

Marie Appling

Participants

Kindergarten-5th grade teacher

Schedule

Daily, from 8/15/2016 to 5/25/2017

G3.B5 Students have poor math fact fluency

G3.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency using programs such as Reflex, Great Leaps Math, and Eureka Fluency and/or sprints.

PD Opportunity 1

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

Facilitator

Marie Appling

Participants

K-5th Grade Math teachers

Schedule

Daily, from 9/20/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Select specific Tier 3 vocabulary words				\$0.00
2	G2.B3.S1.A1	Intervention groups with scheduled times, biweekly collaboration between classroom and intervention teachers, shared student data				\$0.00
3	G2.B8.S1.A1	Implementation of vocabulary strategies lesson study				\$0.00
4	G3.B2.S1.A1	Teachers will use Eureka math curriculum daily for their math instruction.				\$0.00
5	G3.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	2016-17
		239-Other	0051 - Starke Elementary School	Title I, Part A		\$2,995.00
Total:						\$2,995.00