

Volusia County Schools

Edith I. Starke Elementary School



2017-18 Schoolwide Improvement Plan

Edith I. Starke Elementary School

730 S PARSONS AVE, Deland, FL 32720

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	F*	F

**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 Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Edith I. Starke Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

The teachers will receive professional development in PBIS and CHAMPS. Follow-up training and support will be provided by Academic Leadership Team members as needed. Teachers post

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

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.

Starke has a full-time counselor that will be working with students individually, in small groups and whole group lessons. Starke's community partners provide catalyst mentors to meet with students who are considered high risk for one-on-one mentoring. The classroom teachers focus on character building and cooperative learning in order to build a supportive learning environment that enhances self confidence.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/442515>.

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Copeland, Dwayne	Principal
Ruppen, Jessica	Instructional Coach
Ahr, Eileen	Assistant Principal
Fontaine, Victoria	Teacher, K-12
Cervantes, Amy	Instructional Coach

b. Duties

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

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

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.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I, Part A

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

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

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

*Instructional intervention teachers (reading and math)

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

*Supplemental Tutoring before or after school

*Supplemental materials and supplies needed to close the achievement gap

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

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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public

and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs...

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jessica Ruppen	Teacher
Dwayne Copeland	Principal
Rev. Wilbert A. Ridgley, Jr.	Business/Community
Kevin Winchell	Business/Community
Sandra Huitando	Parent
Judith Thompson	Business/Community
Maria Cristina Ibarra	Parent
Antoinette Smith	Teacher
Savannah Woide	Business/Community
Laura Williamson	Teacher
Erika Burnam-Hoyt	Teacher
Eilene Ahr	Principal
Lillian Tinsley	Education Support Employee
Amber Finnicum-Simmons	Business/Community
Blanca Estela Vara	Parent
Ema Valerio	Parent
Yesika Vargas	Parent
Loyda Bartolon	Student
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

The school's annual budget and plan are shared for input and discussion at the Back to School Title 1 Open House. SAC balance from 2014-2015 school year was shared at first SAC meeting. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings. The

plan for spending is to provide forms to teachers in order to submit SAC grants, which will enhance student achievement and is aligned to the school goal.

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

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

Materials and Resources- \$920

Field trips- \$755

Safety Patrols- \$250

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
Sieg, Sarah	Instructional Coach
Fontaine, Victoria	Teacher, K-12
Ahr, Eileen	Assistant Principal
Copeland, Dwayne	Principal
Ruppen, Jessica	Instructional Coach
Cervantes, Amy	Instructional Coach
Bryant, Christa	Teacher, K-12

b. Duties

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

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

- *Veterans Day
- *multi-cultural night
- *literacy nights

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

This year we are continuing with Professional Learning Communities (PLC). Our focus this year is to deepen the implementation of our PLC through continued Professional Learning. We have a teams collaborate on lesson plans and share resources. Instructional coaches, teachers, and other support staff attend weekly Koala Collaboration meetings. Many teams meet weekly to plan and may invite academic coaches in order to support classroom teachers with content knowledge, pedagogy, and resources. Leadership team celebrates successes. Each month we honor a teacher of the month and a staff member of the month. Our sunshine committee organizes social gatherings.

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

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

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

Each first year teacher is assigned a PAR, and has access to an academic coach that will work with the teachers one on one and assist in any way. Academic Coaches are divided up by grade levels and support all subjects. They will meet during planning and before or after school. PARS as well as coaches will help with the general housekeeping of the school, lesson plans, and other requested services.

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

Danielle Davis
Alida LLanos Ortas
Teri Widdison
Glenda Repicio
Brian BUCK

Year 2 teachers include:

Andrew Brown
Christopher Watford
Teri Abston
Flor Latony

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.

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

PLCs, and instructional coaches help ensure that instruction is aligned to the Florida Standards, well-paced, engaging, differentiated, and rigorous.

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.

Collaborative planning allows teachers to participate in weekly plc's to review assessment data to drive instruction accordingly. Extended PLC's after school will be utilized when necessary. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. During this intervention time the students are deployed to an expert teacher. Our teachers, coaches and intervention teachers collaboratively create lessons that coincide with the students targeted needs. Students requiring intensive remediation receive additional support from coaches, intervention teachers, student tutors as well as teacher tutors. Students not responding to intervention are brought up for PST and progress monitored.

Administrators walk through classes daily and identify areas on which follow-up coaching is needed. Coaches diligently complete the coaches cycle to provide maximum support and specific feedback. Coaches and veteran teachers model lessons for novice teachers. Academic Leadership team supports each other and colleagues as needed.

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: 81,000

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

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

ESOL tutoring is offered to the highest need students.

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

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

Kam and Stams- by Curriculum Associates this material will support our reading and math Florida Standards.

Strategy Rationale

To promote rigor and to increase proficiency in math reading and science to insure that the needs of all students are being met.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers at Starke Elementary work collaboratively to strengthen core instruction and provide individual, specific student and teacher feedback, then all student achievement will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. If all teachers at Starke Elementary work collaboratively to strengthen core instruction and provide individual, specific student and teacher feedback, then all student achievement will increase in all content areas. 1a

G094526

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Novice and veteran teachers have a lack of clear understanding of content standards, curriculum maps, and lesson delivery strategies which include rigorous instruction, engagement, creating rigorous assessments, and they lack the knowledge on how to provide timely effective feedback and positive impact it has on student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Professional Development days and early release days school choice *Technology programs for math and reading (SuccessMaker, Waterford) *School wide Reading programs & resources (SIPPS, Making Meaning, curriculum maps and modules) *School wide Math programs (Lakeshore, AIMS, modules) *School wide Science Coach resource book grades 3-5 *additional science resources (AIMS, Think Central) *Academic Coaching staff (3 coaches) *Intervention teachers (Math/Reading/ESE/ESOL) *Bi-Weekly PLC and weekly Koala Collaboration *science consumables *math manipulatives *Teacher Leaders/Academic Leadership team *ELA Coach Books

Plan to Monitor Progress Toward G1. 8

Learning Walks and classroom observations

Person Responsible

Eileen Ahr

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Learning walk data collection tools and chart evidence of trends school-wide

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

 = Problem Solving Step  S123456 = Quick Key


G1. If all teachers at Starke Elementary work collaboratively to strengthen core instruction and provide individual, specific student and teacher feedback, then all student achievement will increase in all content areas. 1

 G094526

G1.B1 Novice and veteran teachers have a lack of clear understanding of content standards, curriculum maps, and lesson delivery strategies which include rigorous instruction, engagement, creating rigorous assessments, and they lack the knowledge on how to provide timely effective feedback and positive impact it has on student achievement 2

 B253909

G1.B1.S1 Design and deliver professional development in rigorous & engaging instruction, and assessment. 4

 S268238

Strategy Rationale

ERPLs will be used to provide Professional Learning for identified areas of growth that support our SIP Goal and teacher survey.

Action Step 1 5

Create a teacher survey to find support the needs of our faculty.

Person Responsible

Jessica Ruppen

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

Evidence of Completion

survey results

Action Step 2 5

Instructional coaches and Teacher Leaders create professional development that is aligned with our SIP and faculty needs. Staff will attend half day professional learning communities monthly. Staff will also attend district workshops and training's that align with the survey results and district initiatives.

Person Responsible

Eileen Ahr

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Academic Leadership minutes/agenda, professional development agenda/minutes

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

Half day Best Instructional Practices with Academic Coaches digging into the rigor of the standards creating rigorous instruction, success criteria and assessment.

Person Responsible

Jessica Ruppen

Schedule

Every 3 Weeks, from 9/7/2016 to 5/19/2017

Evidence of Completion

lesson plans, data from common formative and summative assessments

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

Classroom observations, coaching student data

Person Responsible

Jessica Ruppen

Schedule

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

Evidence of Completion

walk-throughs, observations, rubrics

G1.B1.S2 Use data based problem solving through weekly and bi-monthly PLCs. 4

S268239

Strategy Rationale

Through the use of Hattie's work we know that collective teacher efficacy has the highest effect size so deepening our implementation of our PLC will continue to increase student achievement.

Action Step 1 5

Provide a review of Starke's PLC structures and expectations of Professional Learning Communities that will include next steps for grade level PLCs.

Person Responsible

Dwayne Copeland

Schedule

Evidence of Completion

Agenda, minutes, sign in sheet

Action Step 2 5

PLC Teams will self evaluate their effectiveness using a Survey based on the PLC Rubric PLC mini Teach topics will be determined throughout this process based on data and presented at scheduled faculty meetings. Ensure follow with this step.

Person Responsible

Dwayne Copeland

Schedule

Monthly, from 8/15/2016 to 5/15/2017

Evidence of Completion

rubrics, minutes, agenda

Action Step 3 5

Attend off campus district PD that supports the needs of our teachers.

Person Responsible

Dwayne Copeland

Schedule

On 5/26/2017

Evidence of Completion

Number Talk, Corrective Reading, Success Maker, Connecting Math, Math and ELA module trainings. Making Meaning, Ready Reading and Ready Writing Trainings. Evidence of Attendance and sign-in sheets.

Action Step 4 5

Grade Level Vertical Planning

Person Responsible

Dwayne Copeland

Schedule

On 5/17/2017

Evidence of Completion

Sign-in sheet and agenda

Action Step 5 5

Person Responsible

Eileen Ahr

Schedule

Semiannually, from 9/1/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observation, Self-assessment using the PLC Rubric

Person Responsible

Dwayne Copeland

Schedule

Quarterly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Survey Data PLC minutes and signed agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Follow up to PLC Meetings and ERPL Training

Person Responsible

Eileen Ahr


Schedule

Quarterly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Written or verbal feedback

G1.B1.S3 Conducting data walks to look for rigorous, engaging and differentiated core instruction. 4

 S268240

Strategy Rationale

The use of our data walks is to provide teachers the opportunity to see trends happening throughout our school.

Action Step 1 5

Teacher Leaders will co-construct rubric on rigor in the classroom. Teacher leaders, administration, and district support will conduct monthly data walks and share data with faculty to determine the professional learning needs.

Person Responsible

Eileen Ahr

Schedule

Monthly, from 8/24/2016 to 5/22/2017

Evidence of Completion

rubric, data collected, PL

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Rubrics, charts and walk throughs conducted by Teacher Leaders, administration and district support

Person Responsible

Jessica Ruppen

Schedule

Monthly, from 9/6/2016 to 5/15/2017

Evidence of Completion

Data from walks and analysis and feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

compare rubric data from initial walk through to continuous walk throughs

Person Responsible

Eileen Ahr

Schedule

Monthly, from 9/6/2016 to 5/15/2017

Evidence of Completion

Growth in our walk through 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
2018					
G1.B1.S2.A1 A357130	Provide a review of Starke's PLC structures and expectations of Professional Learning Communities...	Copeland, Dwayne	8/9/2016	Agenda, minutes, sign in sheet	No End Date one-time
G1.B1.S2.MA1 M381471	Follow up to PLC Meetings and ERPL Training	Ahr, Eileen	9/12/2016	Written or verbal feedback	5/15/2017 quarterly
G1.B1.S2.MA1 M381472	Observation, Self-assessment using the PLC Rubric	Copeland, Dwayne	9/12/2016	Survey Data PLC minutes and signed agendas	5/15/2017 quarterly
G1.B1.S2.A2 A357131	PLC Teams will self evaluate their effectiveness using a Survey based on the PLC Rubric PLC mini...	Copeland, Dwayne	8/15/2016	rubrics, minutes, agenda	5/15/2017 monthly
G1.B1.S3.MA1 M381473	compare rubric data from initial walk through to continuous walk throughs	Ahr, Eileen	9/6/2016	Growth in our walk through data	5/15/2017 monthly
G1.B1.S3.MA1 M381474	Rubrics, charts and walk throughs conducted by Teacher Leaders, administration and district support	Ruppen, Jessica	9/6/2016	Data from walks and analysis and feedback	5/15/2017 monthly
G1.B1.S2.A4 A357133	Grade Level Vertical Planning	Copeland, Dwayne	5/17/2017	Sign-in sheet and agenda	5/17/2017 one-time
G1.B1.S1.MA1 M381470	Half day Best Instructional Practices with Academic Coaches digging into the rigor of the standards...	Ruppen, Jessica	9/7/2016	lesson plans, data from common formative and summative assessments	5/19/2017 every-3-weeks
G1.B1.S3.A1 A357135	Teacher Leaders will co-construct rubric on rigor in the classroom. Teacher leaders,...	Ahr, Eileen	8/24/2016	rubric, data collected, PL	5/22/2017 monthly
G1.MA1 M381475	Learning Walks and classroom observations	Ahr, Eileen	8/31/2016	Learning walk data collection tools and chart evidence of trends school-wide	5/26/2017 monthly
G1.B1.S1.MA1 M381469	Classroom observations, coaching student data	Ruppen, Jessica	9/5/2016	walk-throughs, observations, rubrics	5/26/2017 weekly
G1.B1.S1.A1 A357128	Create a teacher survey to find support the needs of our faculty.	Ruppen, Jessica	8/31/2016	survey results	5/26/2017 quarterly
G1.B1.S1.A2 A357129	Instructional coaches and Teacher Leaders create professional development that is aligned with our...	Ahr, Eileen	8/31/2016	Academic Leadership minutes/agenda, professional development agenda/minutes	5/26/2017 monthly
G1.B1.S2.A3 A357132	Attend off campus district PD that supports the needs of our teachers.	Copeland, Dwayne	8/29/2016	Number Talk, Corrective Reading, Success Maker, Connecting Math, Math and ELA module trainings. Making Meaning, Ready Reading and Ready Writing Trainings. Evidence of Attendance and sign-in sheets.	5/26/2017 one-time
G1.B1.S2.A5 A357134	[no content entered]	Ahr, Eileen	9/1/2016		5/26/2017 semiannually

V. Professional Development Opportunities

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

G1. If all teachers at Starke Elementary work collaboratively to strengthen core instruction and provide individual, specific student and teacher feedback, then all student achievement will increase in all content areas.

G1.B1 Novice and veteran teachers have a lack of clear understanding of content standards, curriculum maps, and lesson delivery strategies which include rigorous instruction, engagement, creating rigorous assessments, and they lack the knowledge on how to provide timely effective feedback and positive impact it has on student achievement

G1.B1.S1 Design and deliver professional development in rigorous & engaging instruction, and assessment.

PD Opportunity 1

Create a teacher survey to find support the needs of our faculty.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

PD Opportunity 2

Instructional coaches and Teacher Leaders create professional development that is aligned with our SIP and faculty needs. Staff will attend half day professional learning communities monthly. Staff will also attend district workshops and training's that align with the survey results and district initiatives.

Facilitator

Instructional Coaches, Teacher Leaders, District Facilitators

Participants

Faculty/Staff

Schedule

Monthly, from 8/31/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a teacher survey to find support the needs of our faculty.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6441 - Edith I. Starke Elem. School	Title I, Part A		\$0.00
			Notes: Reading Coach will develop			
2	G1.B1.S1.A2	Instructional coaches and Teacher Leaders create professional development that is aligned with our SIP and faculty needs. Staff will attend half day professional learning communities monthly. Staff will also attend district workshops and training's that align with the survey results and district initiatives.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6441 - Edith I. Starke Elem. School	Title I, Part A		\$16,000.00
			Notes: Administration and coaches are responsible to review survey and come up with a plan			
3	G1.B1.S2.A1	Provide a review of Starke's PLC structures and expectations of Professional Learning Communities that will include next steps for grade level PLCs.				\$0.00
4	G1.B1.S2.A2	PLC Teams will self evaluate their effectiveness using a Survey based on the PLC Rubric PLC mini Teach topics will be determined throughout this process based on data and presented at scheduled faculty meetings. Ensure follow with this step.				\$0.00
5	G1.B1.S2.A3	Attend off campus district PD that supports the needs of our teachers.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6441 - Edith I. Starke Elem. School			\$5,000.00
6	G1.B1.S2.A4	Grade Level Vertical Planning				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6441 - Edith I. Starke Elem. School			\$2,000.00
7	G1.B1.S2.A5					\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6441 - Edith I. Starke Elem. School			\$1,000.00

8	G1.B1.S3.A1	Teacher Leaders will co-construct rubric on rigor in the classroom. Teacher leaders, administration, and district support will conduct monthly data walks and share data with faculty to determine the professional learning needs.	\$0.00
Total:			\$24,000.00