

Volusia County Schools

Edith I. Starke Elementary School



2019-20 Schoolwide Improvement Plan

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Edith I. Starke Elementary School

730 S PARSONS AVE, Deland, FL 32720

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

Demographics

Principal: Jessica Aivazis A

Start Date for this Principal: 8/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (52%) 2015-16: C (50%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Ahr, Eileen	Principal	To guide the instruction and structures that ensure student learning. To monitor instructional strategy effectiveness, teacher delivery of instruction effectiveness, and to provide specific timely feedback to ensure teacher growth. To collaborate to make school wide decisions to move the school forward.
Cervantes, Amy	Instructional Coach	To model, coach teachers to ensure their effectiveness in delivery of instruction in both whole group and small group. To use teacher and student data to guide their coaching that will increase student achievement. To collaborate to make school wide decisions to move the school forward.
Ruppen, Jessica	Instructional Coach	To model, coach teachers to ensure their effectiveness in delivery of instruction in both whole group and small group. To use teacher and student data to guide their coaching that will increase student achievement. To collaborate to make school wide decisions to move the school forward.
Williams, Willie	Assistant Principal	To monitor instructional strategy effectiveness, teacher delivery of instruction effectiveness, and to provide specific timely feedback to ensure teacher growth. To collaborate to make school wide decisions to move the school forward. To monitor teacher effectiveness in managing classroom procedures and expectations. To keep a safe and orderly campus.
Boggs, Dawn-Marie	Other	As the Administrative TOA- Ms. Boggs ensures teachers are successful with classroom management so students are successful. To ensure instruction is effective and maintain a safe and orderly environment. To collaborate to make school wide decisions to move the school forward.
Gentilhomme, Alvernise	Teacher, ESE	As a teacher leader Ms. Gentilhomme is to disseminate information to her team. Be the liaison between school and district for ESE needs, and collaborate to make school wide decisions.
Ramsey, Zena	Other	Dr. Ramsey is our PST Chair and Math Intervention Teacher. Her job duties are to meet students at their level and scaffold up to grade level. She is also to maintain and guide the PST process by guiding teachers to use the most appropriate intervention to ensure students success. As a team leader she is to disseminate information to her team and collaborate to make school wide decisions.
Mejia, Silvia	Other	Ms. Mejia is an ESOL teacher. Her job duties are to assess incoming students for placement in the ESOL program. To provide instruction to students based on their WIDA scores, and educate classroom teachers on the English Standards. As a teacher leader, she is to disseminate information back to her team and be the liaison between district and

Name	Title	Job Duties and Responsibilities
		school for her department, and collaborate to make school wide decisions.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	52	54	83	54	67	0	0	0	0	0	0	0	387
Attendance below 90 percent	20	13	10	23	6	15	0	0	0	0	0	0	0	87
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	6	2	15	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	10	16	27	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	5	16	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	10	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**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	10	13	8	17	10	19	0	0	0	0	0	0	0	77
One or more suspensions	1	3	2	7	3	12	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	6	2	15	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	10	16	27	0	0	0	0	0	0	0	53

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	7	8	24	0	0	0	0	0	0	0	42

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	56%	57%	36%	55%	55%
ELA Learning Gains	50%	56%	58%	47%	53%	57%
ELA Lowest 25th Percentile	48%	46%	53%	42%	44%	52%
Math Achievement	53%	59%	63%	57%	62%	61%
Math Learning Gains	48%	56%	62%	74%	58%	61%
Math Lowest 25th Percentile	36%	43%	51%	64%	47%	51%
Science Achievement	54%	57%	53%	45%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	52 (0)	54 (0)	83 (0)	54 (0)	67 (0)	387 (0)
Attendance below 90 percent	20 ()	13 ()	10 ()	23 ()	6 ()	15 ()	87 (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)	6 (0)	2 (0)	15 (0)	23 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	10 (0)	16 (0)	27 (0)	53 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	58%	-19%	58%	-19%
	2018	42%	56%	-14%	57%	-15%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	40%	54%	-14%	58%	-18%
	2018	32%	54%	-22%	56%	-24%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
05	2019	42%	54%	-12%	56%	-14%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	60%	-11%	62%	-13%
	2018	48%	58%	-10%	62%	-14%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	44%	59%	-15%	64%	-20%
	2018	56%	60%	-4%	62%	-6%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				
05	2019	48%	54%	-6%	60%	-12%
	2018	65%	57%	8%	61%	4%
Same Grade Comparison		-17%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	56%	-6%	53%	-3%
	2018	52%	56%	-4%	55%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	37	29	37	50	41	33				
ELL	45	48	47	52	44	38	46				
BLK	41	51	43	49	46	31	55				
HSP	46	36	33	46	43	36	46				
WHT	42	75		68	68						
FRL	43	49	48	53	49	36	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	41	31	40	53	50	55				
ELL	32	32	30	51	52	40					
BLK	40	45	44	55	62	38	54				
HSP	46	38	43	60	60	50	65				
WHT	52	48		74	71						
FRL	42	41	42	59	63	45	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	36	33	27	50	55	19				
ELL	33	50		56	75		43				
BLK	37	43		56	76	55	40				
HSP	35	53	60	56	70		55				
WHT	48			67							
FRL	35	46	42	56	74	63	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Lowest quartile in Math showed the lowest performance. This could be due to the fact we had a teacher change in November. Our 4th grade was departmentalized and our math teacher was moved to PE. a new teacher was hired.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Learning Gains had the greatest decline from the prior year. This could be due to the fact we had a teacher change in November. Our 4th grade was departmentalized and our math teacher was moved to PE. a new teacher was hired.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Lowest quartile had the largest gap when compared to the state average. This could be due to the fact we had a teacher change in November. Our 4th grade was departmentalized and our math teacher was moved to PE. a new teacher was hired.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains. We implemented and monitored small group structures.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Math lowest quartile and learning gains

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities
2. Lowest quartile for Math
3. Lowest quartile for ELA
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Students with Disabilities
Rationale	FSA data showed 39% of our students in the sub category Students with Disabilities were performing at the proficient level. Which is under the 41% that is required. This is our ESSA subgroup.
State the measurable outcome the school plans to achieve	Increase ELA Proficiency from 28% to 45% with the subgroup Students with Disabilities.
Person responsible for monitoring outcome	Eileen Ahr (ecahr@volusia.k12.fl.us)
Evidence-based Strategy	Teacher led systematic small group instruction
Rationale for Evidence-based Strategy	Small group instruction has and .47 effect size.
Action Step	
Description	<ol style="list-style-type: none"> 1. Training on structures for small group 2. Training on new ELA material Wonders 3. Coaching/Video Coaching with feedback 4. Intentional conversation during PLCs about this subgroup's learning 5. District Training on UDL
Person Responsible	Jessica Ruppen (jlruppe1@volusia.k12.fl.us)

#2	
Title	Lowest Quartile Math
Rationale	FSA data showed our Lowest Quartile in Math had only 36% of our students were proficient.
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	Eileen Ahr (ecahr@volusia.k12.fl.us)
Evidence-based Strategy	Teacher led systematic small group instruction.
Rationale for Evidence-based Strategy	Small group instruction has a .47 effect size
Action Step	
Description	<ol style="list-style-type: none"> 1. Training on structures for small group 2. Training on new Math material 3. Coaching/Video Coaching with feedback 4. Intentional conversation during PLCs about students in the lowest quartile 5. Mentoring/guidance/SEL for students 6. Students monitoring their own learning
Person Responsible	Amy Cervantes (alcervan@volusia.k12.fl.us)
#3	
Title	ELA Learning Gains
Rationale	Our FSA data showed an increase of 8% in this area. We would like to move this area from the C range to the A range to support our over all school grade.
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	Eileen Ahr (ecahr@volusia.k12.fl.us)
Evidence-based Strategy	Teacher led systematic small group instruction
Rationale for Evidence-based Strategy	Small group instruction has a .47 effect size
Action Step	
Description	<ol style="list-style-type: none"> 1. Training on structures for small group 2. Training on new ELA material for both whole group and small group 3. Coaching/Video Coaching with feedback 4. Administer iReady and analyze data to create small groups for instruction 5. District training on giving Hispanic population a voice
Person Responsible	Jessica Ruppen (jlruppe1@volusia.k12.fl.us)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

SEL has been placed on the master schedule to support our social emotional learning- Training was had with Sanford Harmony.

Math intervention-has focused standards to support foundational skills

Mentoring with community members

STEAM with our 4th and 5th grade students through their Media time. The media specialist will focus on incorporating Math and Science into her lessons.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will have "Conversation with Koalas" once a quarter. This will be in the morning from 7:15-7:45 where parents and their students will meet in the media center. We will provide a light snack and tips on how to best support their students at home.

We will continue with positive phone calls home each quarter to reach out to parents.

PFEF Link

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

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.

SEL has been placed on the master schedule, and a training has taken place on the materials of Sanford Harmony.

Mentoring with community members will begin in September.

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

Outgoing 5th grade students spend half a day at Southwestern Middle School moving through the academies and electives. Students also have an opportunity to select courses and teachers recommend courses. For incoming kindergartners we provide parents with a kindergarten orientation in April. We also invite the local head start programs to have their incoming kindergartners spend half a day in our kindergarten classes.

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.

This year we have a primary intervention teacher that will support both ELA and Math.

Our Math intervention teacher will support our 4th grade lowest quartile using 10 power standards for the

year.

During our 5th grade math intervention time we will have Mr. Brown support the lowest quartile using 10 power standards for the year

Our Reading intervention, ESOL, ESE Support teachers have a common planning to support their collaboration on the new reading resources.

We have in place Collaborative Planning twice a week until 4:30 as a school where support teachers and Special Area teachers can meet with each team to collaborate on needs of the students.

Special Area teachers have met with our District Math support to know how to support each grade level with math.

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

In May we have a career day for the fourth and fifth grade students.

Students visit local colleges.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Lowest Quartile Math	\$0.00
3	III.A.	Areas of Focus: ELA Learning Gains	\$0.00
Total:			\$0.00