

Starke Elementary School



2014-15 School Improvement Plan

Starke Elementary School

1000 W WELDON ST, Starke, FL 32091

www.mybradford.us/starke

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
62%

Alternative/ESE Center
No

Charter School
No

Minority
34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	43
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	48

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Starke Elementary School is a close knit community located in the rural town of Starke, in Bradford County. The school consist of approximately 520 students grades PK-5th with approximately 65% Caucasian and 35% African American. During the daily instruction teachers, staff and students worked collaboratively inside and outside of the classroom. Teachers implement social skills into their instruction. Students are taught to appreciate and respect each other ideas by talking and listening one another. Students are provided with opportunities to participate and contribute to group discussion to voice their opinions respectfully.

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

The school environment is welcoming to students. Teachers demonstrate caring and compassion by listening to students and accessing their strengths. Teachers encourage students and invite them to take risks during the learning process. Students are provided with opportunities to be involved in a cooperative atmosphere. Students engage in group activities that permit time to work together, interact with each other and contribute to the group. Students participate in classroom activities that allow for speaking and listening that creates an environment where students are respected and valued.

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 Positive Behavior Support (PBS) Team collaborated with school staff to develop common area school wide behavior expectations for students. Teachers taught students the appropriate behavior for common areas along with common language of voice levels as part of their rituals and routines. Posters were created and hang around the school to remind students of the school-wide common area expectations. The PBS team led a training session for staff to identify various student offenses and classify the severity of each offense by determining if offense should be handled by the teacher, administration or a crisis situation requiring police.

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

Students participate in weekly social-emotional skill lessons that provide instruction in making friends, managing emotions and solving problems. Selected students are provided with a trained mentor visits the student one day a week. The school counselor has regularly scheduled small group counseling sessions. In addition, the counselor is available for individual and group counseling sessions for crisis situations. SES participates in the TALKS programs which utilizes mentors for 24 students. Each mentor is paired with a fourth or fifth grade that meets with students on a weekly basis. One of goals of the mentoring program is the mentor follows the students through middle and high school.

Early Warning Systems

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

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

During the 2013-2014 school year, 34 out of 497 students (6.84%) had attendance below 90%. 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 - 12 students; 1st grade -7 students; 2nd grade - 8 students; 3rd grade - 3 students; 4th grade - 2 students; 5th grade - 2 students). 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 2013-2014 school year, 135 referrals were written for student infractions, resulting in 46 students (9.26%) with one or more suspensions. Suspensions ranged from K-5th grade including the following number of students: (Kindergarten - 2 students; 1st grade -5 students; 2nd grade - 4 students; 3rd grade - 12 students; 4th grade - 9 students; 5th grade - 14 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 tracker, 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 2013-2014 school year include the following number of students per grade level.

For Math: (1st grade -2 students; 2nd grade - 4 students; 3rd grade - 2 students; 4th grade - 8 students; 5th grade - 3 students)

For ELA: (1st grade -3 students; 2nd grade - 7 students; 3rd grade - 2 students; 4th grade - 3 students; 5th grade - 4 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, 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. Those students exhibiting two or more early warning signs were primarily in the upper grades, grades 3-5. One Kindergarten student exhibited two or more warning signs. 1st grade and 2nd grade did not have any students in this category. However, 3rd grade had 4 students, 4th grade had 8 students, and 5th grade had 7 students that exhibited two or more warning signs.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	7	8	3	2	2	34
One or more suspensions	2	5	4	12	9	14	46
Course failure in ELA or Math	0	5	11	4	11	7	38
Level 1 on statewide assessment	0	0	0	35	23	27	85

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	4	8	7	20

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 Rtl for behavior. Behavior intervention plans are created with individualized goals to provide additional support and ensure student success within the classroom setting. Student progress is monitored on a regular basis and modifications to interventions are made as needed.

Academic concerns: Parent contact is made when students are struggling in class. Meetings are held to determine academic concerns and appropriate interventions to put into place. These students are receiving Tier 2 RTI interventions for 30 minutes daily to further support classroom instruction and meet individual student needs. Some students needing additional support are receiving Tier 3 RTI interventions from the Title I teachers and Curriculum Resource Teacher on a regular basis. Within

the classroom, students are working in whole group, small group, and independent settings. Teachers differentiate instruction during their lessons and center activities to address the needs of each student. Paraprofessionals are also used as an additional support system for struggling students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188894>.

Description

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

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

Starke Elementary works on building positive relationships with families through weekly communication on Tuesdays, informing parents on activities and volunteer opportunities at the school.

We have meet and greet night at the beginning of each school year, which allows students, parents and teachers to become acquainted with another and discuss any concerns for the upcoming school year. Florida Standards Assessment night provides parents an opportunity to help their student prepare for the upcoming Florida Assessments.

The annual fall festival in October provides an unique opportunity for parents and families to fellowship with the teachers and staff of Starke elementary through games and activities.

Monthly PTO and SAC meetings provide parents with an opportunity to have input on Starke elementary, parents are also given school data updates.

The annual Santa Breakfast in December allows parents to come and have breakfast with their student at school before the holiday break. Families are invited to attend the Annual Science Night where students participate in various science experiments and activities.

Progress reports are sent home to notify parents of their child's progress and 9 weeks award assemblies are given at the end of every grading period to acknowledge and celebrate student's success.

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Chestnut, Talitha	Principal
Maynor, Courtney	Assistant Principal
Wright, Eric	Guidance Counselor
Miller, Noele	Instructional Coach

Duties

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

Mrs. Chestnut, Principal provides overall leadership to the team and ensures focus and quality of the team’s work. She monitors the implementation of decisions made. and communicates the school vision clearly and consistently. She establishes clear instructional goals and expectations for teaching and learning by providing support through modeling, co-teaching, observing, coaching and feedback. Mrs. Chestnut provides teachers with common planning time for collaboration and lesson study. The School Leadership consists of members from various school-level staff as follows: Talitha Chestnut Principal, Courtney Maynor assistant principal, Noele Miller Curriculum Resource Teacher, Eric Wright, School Counselor. The grade level chairperson represent each grade level as follows: Kindergarten: Lorrie Rehberg, 1st grade Patricia Wainwright, 2nd grade: Cassie Reddish, 3rd grade Amy Hartley, 4th grade Dawn Freeland, 5th grade: Renee Cassels and Tonja Boswell , Special Education, Eric Wright: School Counselor and Audrey Reddish:support staff. The school-based leadership team meets monthly after-school to review data, discuss and evaluate targeted goals then determine areas of strengths and focus.

Mrs. Chestnut and Mrs. Maynor facilitate the meetings while other members of the team take turns being the timekeeper and recorder. Each team member has the responsibility to contribute positively to the progress of the School leadership team and reports information to their respective grade levels. The Leadership team decision making process is dispersed by providing teachers the opportunity to assist in the decision making horizontally with their grade levels and vertically with the other members of the team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Mrs. Chestnut, Principal and Mrs. Maynor, (AP) serve on MTSS Leadership team and Positive Behavior Support (PBS.) Administration leads the school through the process of identifying students that exhibit Early Warning Signs (EWS) and support teachers through RtI problem solving process. The MTSS team meets monthly to support teachers, students and parents with strategies to improve student achievement. Administration provides the resources and support needed to implement Response to Intervention. Various school staff are members of the MTSS team. Mr. Eric Wright school facilitates and Mrs. Noele Miller, CRT facilitates the team meeting while members alternate the following roles as timekeeper and recorder.

The PBS team meets monthly after school to discuss issues raised by Student Success Team meetings and determine what actions need to be implemented and by whom. Various members of the team have designated roles (i.e., PBS Coach, Facilitator, Timekeeper, Recorder, Communicator, etc.) A record and action plan is kept of each meeting.

Title I, Part A: Provide parent involvement meetings that utilize activities that parents can be engaged in their child's education such as Literacy, Math, Science Night. Open House/ Meet the Teacher night, Florida State Assessment Night for families and Make-N-Takes activities give parents an opportunity

to learn about learning goals, standards and grade level expectations. The goal is to increase communication and collaboration with parents by providing frequent communication on progress and access to materials and periodicals for use at home. Parents are encourage to use FOCUS a communication tool website that allows parents to monitor their child's grades and academic grades. Support personnel from Differentiating Accountability team will provide extended services to the principal and staff at each school. This will include mentoring for the Principal, Assistant Principal and 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. The support will be individually designed based on school's needs. Provide professional development on the Florida State Standards to provide an understanding of the standards by unpacking LAFS and MAFS to enhance the Rigor and Relevance of the curriculum. Implementing the Gradual Release of Responsibility Model to include differentiation and small group instruction for intervention and extension

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

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

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Talitha Chestnut	Principal
Noele Miller	Teacher
Esther Kelly	Business/Community
Sgt. Burgin	Parent
Linda Miller	Parent
Eric Wright	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC meets on a monthly basis to discuss school student achievement, review school goals, strengths and areas of improvement. The principal reports information to the members of the SAC. SAC members look at aspects of the school as suggested by the priorities and assist with a written plan for school improvement. Members of the SAC help decide what will be effective in helping our

school improve, students learn and increased student achievement. The previous year SIP is reviewed at the first meeting to discuss previous year goals to determine need and next steps.

Development of this school improvement plan

The principal presented the format of the SIP to the committee members. School data was reviewed and the SAC discussed improvement goals. The problem solving steps were reviewed with SAC to assist in creating the improvement goals for the 2014-3015 SIP.

Preparation of the school's annual budget and plan

The annual Title I budget budget was presented in the spring 2014 with input from staff and shared with SAC.

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

There are no School Improvement funds bugeted at this time.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Chestnut, Talitha	Principal
Miller, Noele	Instructional Coach
Maynor, Courtney	Assistant Principal
Wright, Eric	Guidance Counselor
Alvarez, Sherree	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Every Teacher Contributes to Reading Instruction in all subjects. Reading instruction does not stop with the reading block. Reading comprehension, vocabulary, and text based responsive writing strategies will be taught in conjunction with instruction in subject areas across the curriculum. This will be done by using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. Formative assessments created by our district office, through Performance Matters of standards will be utilized to monitor progress. Support and

professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. All content area teachers will incorporate reading and writing into subject areas with consideration to the following: Guided instruction in comprehension using research based strategies including, but not limited to: text based discussion, cooperative learning, complex teacher read-alouds, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text. Utilization of additional complex text in each content area to support efforts towards close reading, differentiation and independent reading.

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

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

Public and Collaborative Teaching

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

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

Starke Elementary School has implemented common planning time for each grade level. During the common planning time teachers analyze student, classroom and grade level data, look at student work, participate in professional development and have conversation about teaching practices and student learning. Teachers participate in Marzano lesson study that addresses lesson design and how to help students effectively interact with new knowledge, practice and deepen knowledge, generate test hypothesis about new knowledge.

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

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

Starke Elementary partners with local colleges and universities. Pre-interns and in-service teachers observe classrooms and work closely with veteran teachers. The hiring process requires each teacher to be a Highly Qualified Teachers. District Recruitment Program through HR - Randy Whytsell, School building administrators, District personnel. Providing On-going Professional Development - District Reading Coach, School Curriculum Resource Teacher, District personnel

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

New teachers are enrolled in the Teacher Induction Program (TIP). Teachers are provided with support and professional development in various areas. The program assist novice teachers with meeting the Florida Professional Educator certification mandates and Florida Educator Accomplished Practices. Starke Elementary School has 5 novice teachers: 2 kindergarten, 1 fourth grade teacher and 1 fifth grade teacher. Each novice teacher is paired with an experience veteran teacher has completed the Clinical Educator Training course to be a mentor. Mentors are paired with a mentee by collaboration

between school

administration and the HR Director. Priority is given to pairing mentors and mentee with those from the same discipline, grade level, and/or department to facilitate a more successful mentors. There are two novice kindergarten teachers. One kindergarten teacher is paired with 14 year experienced kindergarten teacher. The other kindergarten teacher is paired with Curriculum Resource Teacher with 18 year veteran teacher. The fourth grade math/science teacher is pair with 5th grade veteran science teacher with 7 years experience with previous experience teaching 4th grade. The fifth grade ELA teacher is pair with Title I reading teacher with 8 years experience and a former 5th grade teacher.

Each teacher is monitored and evaluated by Principal/Assistant Principal within 45 days of hire. Teachers must complete a growth plan with targeted strategies and deliberate practices. Novice teachers attend monthly meeting with the principal. Successfully complete the TIP by June 2015. Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Bradford County School District adopted Florida state approved reading and math curriculum. The ELA curriculum is Developmental Studies, "Making Meaning" that is aligned to the Common Core ELA standards. The MATH curriculum is Pearson, "EnVision" that is aligned to the Common Core MATH standards. These programs are both used in the schools' Tier 1 instruction. The science curriculum used is "National Geographic". In addition, pacing guides and curriculum maps were made in iCpalms correlating the Florida standards to the Common Core standards for both ELA and MATH at each grade level. Starke Elementary follows the K-12 grade Reading progression plan as required by Florida State. Supplemental research based programs are used to differentiate and enrich the core Tier 1 programs or to extend into a Tier 2/3 support using UDL strategies. Some of those programs used are; Development Studies-SIPPS, Pro-Ed-"Edmark Reading", Pearson-"Math Diagnosis and Intervention System", Curriculum Associates-"i-Ready" computer based math, Edmentum-"Reading Eggs" computer based reading, "Achieve 3000" computer based differentiate Lexile reading informational science/social studies text, Renaissance Place-"Accelerated Reader" & "Math Facts in a Flash", "Collins Writing" training and strategies, Explore Learning-"Reflex"-Math Fluency & "Gizmo"-Science/5 E's model computer programs, 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.

Teachers each have CPalms accounts and have been trained on how to use the curriculum maps and the available resources to differentiate Tier 1 instruction using Universal Design Learning strategies. The curriculum pacing guides and maps include the Florida Standards for ELA/MATH that guide Tier 1 instruction and teachers assess standards taught to help target students in need of intervention. In addition to teacher made assessments, the district uses Renaissance Place-"STAR Early Literacy" grades K-2nd; "STAR Reading" grades 1st -5th, "STAR Math" grades 1st-5th three to four times per year for Tier 1 progress monitoring and to help identify Tier 2/3 Reading/Math 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. To ensure that Tier 1 instruction is used with fidelity, the district is giving assessments every 9-week for Math and Science for grades 3rd-5th. State assessments such as, FCAT and FAIR, 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, FAIR data and SAT-10 is used to determine these students in team meetings with teachers or one: one meeting 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.

In order to meet the new Florida standards in assessment for writing, Starke Elementary teachers will get training using "Collins Writing" and "Write-Score", 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 three-six weeks after school for one hour twice a week.

Instructional Strategies

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

Starke Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by having 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.

In order to meet the new Florida standards in assessment for writing, Starke Elementary teachers will get training using "Collins Writing" , "Write-Score", 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.

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

Strategy: After School Program

Minutes added to school year: 1,080

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miller, Noele, miller.noele@mybradford.us

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

Students will be assessed on the ability to read a pair of informational and/or literary texts on a single topic. After reading the texts, the students will respond to a writing prompt in which they will write an essay to provide information on a topic or take a stance to support an opinion or argument. Students will be assessed using a 4 point rubric to determine proficiency in three domains. Domain 1: Purpose, Focus, and Organization Domain 2: Evidence and Elaboration Domain 3: Conventions of Standard English.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences. 1a

G048325

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal 2

- Gizmos interactive online simulations
- Science Journals
- National Geographic Readers Series

Targeted Barriers to Achieving the Goal 3

- Students lack background knowledge Big Ideas from previous grades
- Teachers not familiar with the 5E Learning model for science

Plan to Monitor Progress Toward G1. 8

student performance task assessments in the science content big idea topics

Person Responsible

Talitha Chestnut

Schedule

Every 2 Months, from 11/3/2014 to 6/4/2015

Evidence of Completion

Student work journals

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

G048143

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Collins Writing Program
- Write Score
- Reading Connections

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student response to writing prompt will be assessed using a rubric

Person Responsible

Noele Miller

Schedule

Every 2 Months, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student writing responses will be collected

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

G037005

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient and efficient intervention instruction for students reading below grade level.
- alignment of reading instruction with reading content standard in the new Language Arts Florida Standards
- Teachers lack of thorough understanding of the Gradual Release of Responsibility Model

Plan to Monitor Progress Toward G3. 8

Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Monthly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)

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

G037006

Targets Supported 1b

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

- "Now I Get It" math professional study book
- iReady computer software
- Pearson Envision Math Curriculum
- REFLEX online Math fluency software
- Envisions student centers

Targeted Barriers to Achieving the Goal 3

- Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.
- Teachers do not understand the mathematical content standards, practices and complexity level of the new Math Florida Standards
- Students have poor math fact fluency

Plan to Monitor Progress Toward G4. 8

Lesson Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/24/2014 to 10/22/2014

Evidence of Completion

weekly computation assessments, Progress Monitoring (REFLEX Math, classroom assessments, Performance Matters, student progress reports).

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences. **1**

 G048325

G1.B1 Students lack background knowledge Big Ideas from previous grades **2**

 B120510

G1.B1.S1 Create and utilize science curriculum maps/guides for grades K-4 **4**

 S132408

Strategy Rationale

Teachers do not have access to a science curriculum map in grades K-4

Action Step 1 **5**

Science curriculum guides will be created to ensure big ideas are covered in each grade level.

Person Responsible

Talitha Chestnut

Schedule

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

Evidence of Completion

Grade levels curriculum guides will be distributed to teachers

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

Administration will monitor lesson plans and observe science instruction

Person Responsible

Talitha Chestnut

Schedule

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

Evidence of Completion

Looking at student work and performance tasks

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

Teachers will be given feedback for implementation of science lessons

Person Responsible

Talitha Chestnut

Schedule

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

Evidence of Completion

Teacher lesson plans and informal walk-through

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

Teachers will be given feedback for implementation of science lessons

Person Responsible

Talitha Chestnut


Schedule

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

Evidence of Completion

Teacher lesson plans and informal walk-through

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

 B120512

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

 S132409

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 10/20/2014 to 11/17/2014

Evidence of Completion

Monitoring lesson plans

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

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

Person Responsible

Talitha Chestnut

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans

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

Admin and district science coach will observe science instruction provide feedback

Person Responsible

Talitha Chestnut

Schedule

On 5/29/2015

Evidence of Completion

Informal Walk-thru

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

Admin and district science coach will observe science instruction provide feedback

Person Responsible

Talitha Chestnut

Schedule

On 5/29/2015

Evidence of Completion

Informal Walk-thru

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

G048143

G2.B1 Students have poor organizational and writing skills 2

B120524

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

4

S133174

Strategy Rationale

Students have poor organizational and weak composition skills

Action Step 1 5

Students writing will be scored and analyzed using a 4-point detailed rubric.

Person Responsible

Talitha Chestnut

Schedule

Every 2 Months, from 9/8/2014 to 2/2/2015

Evidence of Completion

Informational and opinion writing prompts written by students

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

Teacher observation during the ELA writing block and feedback provided

Person Responsible

Noele Miller

Schedule

Biweekly, from 10/20/2014 to 2/27/2015

Evidence of Completion

Teacher lesson plans, class performance data and individual student reports

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

Students essays will be formally assessed and analyzed

Person Responsible

Noele Miller

Schedule


Every 2 Months, from 10/20/2014 to 2/9/2015

Evidence of Completion

Student essays

G2.B2 Teacher do not connect reading, social studies, mathematicsand science subject areas with writing

2

 B120525

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

 S133011

Strategy Rationale

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

Action Step 1 5

Teachers will attend Collins Writing Workshop

Person Responsible

Noele Miller

Schedule

On 9/30/2014

Evidence of Completion

5 types of writing

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

Monitoring will be through observation and feedback

Person Responsible

Noele Miller

Schedule

Biweekly, from 10/2/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work

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

Students will be given the opportunity to respond to a writing prompt

Person Responsible

Sherree Alvarez

Schedule

Evidence of Completion

Student work

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

G037005

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

B088803

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

S099417

Strategy Rationale

classroom teacher 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

Noele Miller

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Student Progress monitoring results

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

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Noele Miller

Schedule

On 6/4/2015

Evidence of Completion

student data from progress monitoring assessments STAR Reading, classroom assessment results

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

Lesson Plans, H2 intervention forms, administrative walkthroughs

Person Responsible

Noele Miller


Schedule

Monthly, from 9/23/2014 to 5/26/2015

Evidence of Completion

student data from progress monitoring assessments, classroom assessment results

G3.B4 alignment of reading instruction with reading content standard in the new Language Arts Florida Standards 2

 B120521

G3.B4.S1 Teachers will unpack the new Language Art Florida Standards (LAFS) 4

 S132419

Strategy Rationale

classroom activities and assignments do not align with grade level expectations of students should know and be able to do

Action Step 1 5

provide teachers with PD in unpacking the literacy and informational reading comprehension standards

Person Responsible

Talitha Chestnut

Schedule

On 11/18/2014

Evidence of Completion

lesson plans, walk-trthroughs and feedback

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

observation of lesson, walk-through, looking at student work

Person Responsible

Sherree Alvarez

Schedule

Weekly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Notes from debriefs from informal observation, lesson plan activities and assignments

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

observation of whole group, small group and individualized reading instruction

Person Responsible

Courtney Maynor


Schedule

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


Evidence of Completion

notes from informal walk-thru, student progress monitoring pieces of intervention put in place

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

 B120522

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

 S134212

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Talitha Chestnut

Schedule

On 11/4/2014

Evidence of Completion

Lesson plans, student work

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

Observe instruction and Provide teachers with feedback

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Student work , teacher anchor chart

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

Teacher observation, informal walk-throughs

Person Responsible

Courtney Maynor

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Student work, teacher lesson plans, student journals

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

 G037006

G4.B1 Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions. 2

 B088804

G4.B1.S1 Teachers will clearly and systematically model mental math strategies and model how to think through and answer open-ended math practice questions . 4

 S099418

Strategy Rationale

Students have poor problem solving skills

Action Step 1 5

Teachers will participate in a math lesson study

Person Responsible

Noele Miller

Schedule

Weekly, from 9/24/2014 to 10/22/2014

Evidence of Completion

Lesson Plans, Classroom math assessments, Progress Monitoring assessments, Professional Learning Community participation

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 9/24/2014 to 10/22/2014

Evidence of Completion

Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, student progress reports).

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Lesson Plans, Administrative Walkthroughs, Student Data

Person Responsible

Talitha Chestnut


Schedule

Weekly, from 9/24/2014 to 10/22/2014


Evidence of Completion

Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, Performance Matters, student progress reports).

G4.B4 Teachers do not understand the mathematical content standards, practices and complexity level of the new Math Florida Standards **2**

 B120530

G4.B4.S1 Teachers will unpack the Math Florida Standards (MAFS) to align student activities and assignment to grade level expectations **4**

 S135261

Strategy Rationale

Teachers are not familiar with new Florida Math Standards of what students need to know and be able to do.

Action Step 1 **5**

In grade level PLCs teachers will unpack the math standards

Person Responsible

Talitha Chestnut

Schedule

On 11/21/2014

Evidence of Completion

Graphic organizer of standards unpacked

Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Teacher observations, walk-through and feedback

Person Responsible

Talitha Chestnut

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

lesson plans, student assessments

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Teachers planned lessons will be reviewed by administration

Person Responsible

Talitha Chestnut


Schedule

Biweekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

lesson plans, observation, looking at student activities, work and assessments

G4.B5 Students have poor math fact fluency 2

 B123386

G4.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency 4

 S135291

Strategy Rationale

students do not do the right type of and amount of practice

Action Step 1 5

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

Person Responsible

Noele Miller

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Reflex Math

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

Students will use REFLEX math

Person Responsible

Talitha Chestnut

Schedule

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

Evidence of Completion

Class and individual student reports will be generated

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

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

Person Responsible

Talitha Chestnut

Schedule

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

Evidence of Completion

Class and individual student data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1	Intervention groups with scheduled times, biweekly collaboration between classroom and intervention teachers, shared student data	Miller, Noele	9/8/2014	Lesson Plans, Student Progress monitoring results	6/4/2015 biweekly
G4.B1.S1.A1	Teachers will participate in a math lesson study	Miller, Noele	9/24/2014	Lesson Plans, Classroom math assessments, Progress Monitoring assessments, Professional Learning Community participation	10/22/2014 weekly
G1.B1.S1.A1	Science curriculum guides will be created to ensure big ideas are covered in each grade level.	Chestnut, Talitha	10/6/2014	Grade levels curriculum guides will be distributed to teachers	5/29/2015 quarterly
G1.B2.S1.A1	Teachers will receive PD on the 5Es model to use when planning science instruction	Chestnut, Talitha	10/20/2014	Monitoring lesson plans	11/17/2014 weekly
G3.B4.S1.A1	provide teachers with PD in unpacking the literacy and informational reading comprehension standards	Chestnut, Talitha	11/3/2014	lesson plans, walk-throughs and feedback	11/18/2014 one-time

Bradford - 0051 - Starke Elementary School - 2014-15 SIP
Starke Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Teachers will attend Collins Writing Workshop	Miller, Noele	9/30/2014	5 types of writing	9/30/2014 one-time
G2.B1.S1.A1	Students writing will be scored and analyzed using a 4-point detailed rubric.	Chestnut, Talitha	9/8/2014	Informational and opinion writing prompts written by students	2/2/2015 every-2-months
G3.B5.S1.A1	Teachers will receive training to engaged students in purposeful instruction designed to meet the needs of individual and smaller groups of students.	Chestnut, Talitha	11/3/2014	Lesson plans, student work	11/4/2014 one-time
G4.B4.S1.A1	In grade level PLCs teachers will unpack the math standards	Chestnut, Talitha	11/3/2014	Graphic organizer of standards unpacked	11/21/2014 one-time
G4.B5.S1.A1	Teachers will provide students opportunities to practice basic math facts to gain fact fluency	Miller, Noele	9/15/2014	Reflex Math	6/4/2015 daily
G1.MA1	student performance task assessments in the science content big idea topics	Chestnut, Talitha	11/3/2014	Student work journals	6/4/2015 every-2-months
G1.B1.S1.MA1	Teachers will be given feedback for implementation of science lessons	Chestnut, Talitha	10/6/2014	Teacher lesson plans and informal walk-through	6/4/2015 weekly
G1.B1.S1.MA1	Teachers will be given feedback for implementation of science lessons	Chestnut, Talitha	10/6/2014	Teacher lesson plans and informal walk-through	6/4/2015 weekly
G1.B1.S1.MA1	Administration will monitor lesson plans and observe science instruction	Chestnut, Talitha	10/6/2014	Looking at student work and performance tasks	6/4/2015 weekly
G1.B2.S1.MA1	Admin and district science coach will observe science instruction provide feedback	Chestnut, Talitha	10/20/2014	Informal Walk-thru	5/29/2015 one-time
G1.B2.S1.MA1	Admin and district science coach will observe science instruction provide feedback	Chestnut, Talitha	10/20/2014	Informal Walk-thru	5/29/2015 one-time
G1.B2.S1.MA1	Teachers will receive support and feedback in lesson plans using the 5Es model	Chestnut, Talitha	10/20/2014	Lesson plans	5/29/2015 one-time
G2.MA1	Student response to writing prompt will be assessed using a rubric	Miller, Noele	9/29/2014	Student writing responses will be collected	5/29/2015 every-2-months
G2.B2.S1.MA1	Students will be given the opportunity to respond to a writing prompt	Alvarez, Sherree	10/14/2014	Student work	one-time
G2.B2.S1.MA1	Monitoring will be through observation and feedback	Miller, Noele	10/2/2014	Lesson plans, student work	6/4/2015 biweekly
G2.B1.S1.MA1	Students essays will be formally assessed and analyzed	Miller, Noele	10/20/2014	Student essays	2/9/2015 every-2-months
G2.B1.S1.MA1	Teacher observation during the ELA writing block and feedback provided	Miller, Noele	10/20/2014	Teacher lesson plans, class performance data and individual student reports	2/27/2015 biweekly
G3.MA1	Lesson Plans, Unit Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/23/2014	Progress Monitoring (FAIR, STAR reading, classroom assessments, Performance Matters, student progress reports)	5/26/2015 monthly
G3.B3.S1.MA1	Lesson Plans, H2 intervention forms, administrative walkthroughs	Miller, Noele	9/23/2014	student data from progress monitoring assessments, classroom assessment results	5/26/2015 monthly
G3.B3.S1.MA1	Lesson Plans, H2 intervention forms, administrative walkthroughs	Miller, Noele	9/15/2014	student data from progress monitoring assessments STAR Reading, classroom assessment results	6/4/2015 one-time
G3.B4.S1.MA1	observation of whole group, small group and individualized reading instruction	Maynor, Courtney	10/6/2014	notes from informal walk-thru, student progress monitoring pieces of intervention put in place	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1	observation of lesson, walk-through, looking at student work	Alvarez, Sherree	1/30/2015	Notes from debriefs from informal observation, lesson plan activities and assignments	5/29/2015 weekly
G3.B5.S1.MA1	Teacher observation, informal walk-throughs	Maynor, Courtney	10/13/2014	Student work, teacher lesson plans, student journals	5/29/2015 weekly
G3.B5.S1.MA1	Observe instruction and Provide teachers with feedback	Chestnut, Talitha	11/3/2014	Student work , teacher anchor chart	6/4/2015 weekly
G4.MA1	Lesson Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/24/2014	weekly computation assessments, Progress Monitoring (REFLEX Math, classroom assessments, Performance Matters, student progress reports).	10/22/2014 weekly
G4.B1.S1.MA1	Lesson Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/24/2014	Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, Performance Matters, student progress reports).	10/22/2014 weekly
G4.B1.S1.MA1	Lesson Plans, Administrative Walkthroughs, Student Data	Chestnut, Talitha	9/24/2014	Student Strategy Posters displayed in classrooms, weekly computation assessments, Progress Monitoring (STAR math, classroom assessments, student progress reports).	10/22/2014 weekly
G4.B4.S1.MA1	Teachers planned lessons will be reviewed by administration	Chestnut, Talitha	11/3/2014	lesson plans, observation, looking at student activities, work and assessments	5/29/2015 biweekly
G4.B4.S1.MA1	Teacher observations, walk-through and feedback	Chestnut, Talitha	11/3/2014	lesson plans, student assessments	5/29/2015 weekly
G4.B5.S1.MA1	Teachers will monitor students fluency gains and provide students with fluency goals	Chestnut, Talitha	10/6/2014	Class and individual student data	5/29/2015 monthly
G4.B5.S1.MA1	Students will use REFLEX math	Chestnut, Talitha	10/27/2014	Class and individual student reports will be generated	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All students including students identified as SWD, minorities and those economically disadvantaged will develop skills, processes and content knowledge in the four bodies of knowledge Nature of Science, Physical Science, Earth and Space Science, and Life Science by engaging students in learning through investigations and hands-on, authentic experiences.

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

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

PD Opportunity 1

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

Facilitator

Marie Appling and Talitha Chestnut

Participants

All K-2 teacher and 3-5 science grade teachers

Schedule

Weekly, from 10/20/2014 to 11/17/2014

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

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

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

PD Opportunity 1

Teachers will attend Collins Writing Workshop

Facilitator

Karen Bumpus O'Malley of Collins Education Associates

Participants

3-5 ELA Teachers,

Schedule

On 9/30/2014

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

G3.B4 alignment of reading instruction with reading content standard in the new Language Arts Florida Standards

G3.B4.S1 Teachers will unpack the new Language Art Florida Standards (LAFS)

PD Opportunity 1

provide teachers with PD in unpacking the literacy and informational reading comprehension standards

Facilitator

DA Team

Participants

K-5

Schedule

On 11/18/2014

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

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

PD Opportunity 1

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

Facilitator

DA Team

Participants

K-5

Schedule

On 11/4/2014

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

G4.B1 Students lack cognitive practice in mental math computations and lack practice opportunities in open-ended math response questions.

G4.B1.S1 Teachers will clearly and systematically model mental math strategies and model how to think through and answer open-ended math practice questions .

PD Opportunity 1

Teachers will participate in a math lesson study

Facilitator

Marie Appling

Participants

District Teacher Support

Schedule

Weekly, from 9/24/2014 to 10/22/2014

G4.B4 Teachers do not understand the mathematical content standards, practices and complexity level of the new Math Florida Standards

G4.B4.S1 Teachers will unpack the Math Florida Standards (MAFS) to align student activities and assignment to grade level expectations

PD Opportunity 1

In grade level PLCs teachers will unpack the math standards

Facilitator

DA Team

Participants

K-5

Schedule

On 11/21/2014

G4.B5 Students have poor math fact fluency

G4.B5.S1 Students will be provided with multiple opportunities to practice math fact fluency

PD Opportunity 1

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

Facilitator

Teresa Mitchiner

Participants

2nd-5th Math teachers

Schedule

Daily, from 9/15/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion.	600
Grand Total	600

Goal 2: All students including students identified as SWD, minorities and those economically disadvantaged will develop skills to respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion.		
Description	Source	Total
B2.S1.A1 - 5 teachers	Title I Part A	600
Total Goal 2		600