

Edith I. Starke Elementary School



2014-15 School Improvement Plan

Edith I. Starke Elementary School

730 S PARSONS AVE, Deland, FL 32720

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

83%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

F

D

C

B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Priority	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

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 Environment

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

At Starke Elementary, we encourage cooperative learning and collaboration between both teachers and students. Teachers communicate daily with parents by using either a daily planner or homework communication folder. Some teachers facilitate parent conferences and others utilize student led conferences. We have numerous family nights throughout the school year that address not only academic content but also cultural events. We welcome parent involvement as volunteers.

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

At Starke Elementary we promote a safe environment by utilizing teachers and staff for arrival and dismissal procedures located throughout the campus. Fifth grade students have been selected to be safety patrols at various post. During school all classrooms remain locked, all visitors are required to check in at the front office and require a pass. The Behavior Leadership Team (BLT) created a handbook with lesson plans for teachers to model school-wide expectations in their daily routines. Throughout the school day students are encouraged to display their PRIDE (Positive Attitude, Respect, Integrity, Discipline and Excellence). The safety team routinely practices emergency drills.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The teachers were trained on the BLT handbook and are provided CHAMPS training and support as needed. Teachers post classroom rules and expectations and reward students for demonstrating P.R.I.D.E. Students were informed of the school-wide expectations by the Principal in an assembly. They are held accountable to all school rules and are given consequences according to the teachers behavior management system. The school uses Koala dollars to reinforce appropriate behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Starke has a full-time counselor that will be working with students individually, in small groups and whole group lessons. Starke's community partners provide catalyst mentors to meet with students who are considered high risk for one-on-one mentoring. The music teacher created a mentor program for 5th grade students that meets after school. The classroom teachers focus on character building and cooperative learning in order to build a supportive learning environment that enhances self confidence. A few teachers developed an after school sports club to encourage teamwork and sportsmanship.

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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 available at the school site.

Description

PLEASE REFER TO PIP

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

The school builds and sustains partnerships with local community by holding such events as: community welcome back to school event, SAC, parent nights, partnership with Stetson and local business partners such as Walmart. Local churches and other organizations provide backpacks and supplies for students and teachers.

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
Copeland, Dwayne	Principal
Ruppen, Jessica	Instructional Coach
McNairy, Cindy	Instructional Coach
Brooks, Vernita	Instructional Coach
O'Connor, Claire	Assistant Principal

Duties

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

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

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

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

context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.
Title I, Part A

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

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

- *Instructional Coaches (math, science, reading) for the purpose of comprehensive staff development

- *Instructional intervention teachers (reading and math)

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

- *Supplemental Tutoring before or after school

- *Supplemental materials and supplies needed to close the achievement gap

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

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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs...

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Ruppen	Teacher
Cindy McNairy	Teacher
Dwayne Copeland	Principal
Bonnie Burkett	Education Support Employee
Juan Espinosa	Parent
Rev. Wilbert A. Ridgley, Jr.	Business/Community
William L. Bradley Jr.	Business/Community
Barbara Grimm	Business/Community
Kevin Winchell	Business/Community
Jewell Dickson	Business/Community
Karla Lira	Parent
Sandra Huitando	Parent
Emily Bermudez	Parent
Alejandra Martinez	Parent
Loyda Bartolon	Parent
Lesvia Deleon	Parent
Estela Valerio	Parent
Ema Valerio	Parent
Irene Hossain	Parent
Judith Thompson	Business/Community
Maria Cristina Ibarra	Parent
	Student

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

Development of this school improvement plan

The School Leadership team looks at the school wide data, reviews the previous school improvement plan, brainstorms barriers and strategies and shares the draft with the staff and SAC. Both staff and SAC provide feedback in order to develop the current school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Last year we did not have any SIP funds.

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
Brooks, Vernita	Instructional Coach
O'Connor, Claire	Assistant Principal
Chatman, Ginger	Teacher, K-12
Fontaine, Victoria	Teacher, K-12
Pitrone, Leah-Marie	Teacher, K-12
Potter, Melissa	Teacher, K-12
Lucero, Megan	Teacher, K-12
Leroy, Harold	Teacher, K-12
Guenther, Lindsey	Teacher, K-12
Wright, Valeria	Teacher, K-12
Huerta, Linda	Teacher, K-12
Mejia, Silvia	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

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

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

Teams collaborate on lesson plans and share resources. Instructional coaches attend weekly plc's and team planning in order to support classroom teachers. Leadership team celebrates successes. Each month we honor a teacher of the month and a staff member of the month. Our sunshine committee organizes social gatherings.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits, coaching support)- Adminsitration, PAR
2. Leadership Opportunities- adminstrator
3. Professional Development- administration, instructional coaches, IS-TOA
4. PLC Activities- administration, instructional coaches, IS-TOA
5. Participation in District Job Fair and Recruitment Activities- administration

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

Each first year teacher is assigned a PAR, a PAR Evaluator and an academic coach that will work with the teacher one on one and assist in any way. They will meet during planning and before or after school. PARS as well as coaches will help with the general housekeeping of the school, lesson plans, and other requested services requested.

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

Lauren Griffin
Freda Jewell
Jonna Ward
Lorraine Worster
Jill Brigandi
Stacy Baldwin

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

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

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

Collaborative planning allows teachers to participate in weekly PLC's to review assessment data to drive instruction accordingly. Extended PLC's after school will be utilized when necessary.

Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Our teachers, coaches and intervention teachers create lessons that coincide with the students targeted needs. Students requiring intensive remediation receive additional support from coaches, intervention teachers, student tutors as well as teacher tutors. Students not responding to intervention are brought up for PST and progress monitored.

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

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: 10,800

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

Volusia County STAR tutoring program - this program is provided for students scoring at or below a Level 2 on FCAT. It is taught by certified teachers and uses research-based materials and/or strategies.

Quarterly Data Meetings - teams meet to review data, plan curriculum - including intervention and enrichment activities and lessons, and problem solve for the PST process.

After, before or Saturday school tutoring - Through Title I funds, teachers lead small-group tutoring sessions using research-based materials and/or strategies that focus on specific learning standards that are deficient.

Saturday tutoring - in the spring, 3rd, 4th, and 5th grade students are able to attend Saturday tutoring which increases their reading and math skills and focuses on test taking strategies and techniques. Fifth grade has 3 Saturday sessions which focus on the scientific process.

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

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

Strategy Rationale

To increase student achievement and insure that the needs of all students are being met.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

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

Data is collected through classroom assessments, county based testing, and state testing.

Information gathered is used to create tutoring groups, differentiate instruction, and determine the skill or content being taught.

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition

to elementary school.

- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** All teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students.

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 teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students. 1a

 G040849

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA - Mathematics - Proficiency Rate	12.0
FSA - English Language Arts - Proficiency Rate	16.0

Resources Available to Support the Goal 2

- *Professional Development days and early release days
- *Tutoring- after school and Saturdays
- *Technology programs for math and reading
- *School wide Reading programs & resources (SIPPS, Making Connections, Waterford, MacMillan)
- *School wide Math programs (Acaletics-grades 3-5,Envision, Math Party-grades K-2)
- *School wide Science Coach resource book grades 3-5
- *Academic Coaching staff (Math/Science/Reading)
- *Intervention teachers (Math/ Writing/Reading/ESE/ESOL)
- *4 Write from the beginning train the trainers
- *Exemplar Text
- *Weekly PLC

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in the implementation of effective instructional practices and programs, such as the 5E's and the gradual release models.
- Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students.
- New teachers

Plan to Monitor Progress Toward G1. 8

We will compare quarterly assessments to our baseline SMTs, and utilize Acaletics Comprehensive assessment to progress monitor math for grades 3-5. We will use SIPPS mastery tests to monitor phonics, phonemic awareness, and fluency. We will also use Making Connections unit quizzes to monitor comprehension skills in grades 1-5.

Person Responsible

Vernita Brooks

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

bell to bell instruction, increased student engagement, increase student use of strategies, FAIR, DA Assessments (given 3x a year, it establishes a baseline and able to show growth) plc minutes, data chats,

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 teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students. **1**

 **G040849**

G1.B1 Lack of fidelity in the implementation of effective instructional practices and programs, such as the 5E's and the gradual release models. **2**

 **B098989**

G1.B1.S1 Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction. Provide additional coaching support for new teachers. **4**

 **S110351**

Strategy Rationale

Action Step 1 **5**

Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.

Person Responsible

Vernita Brooks

Schedule

Weekly, from 8/5/2014 to 5/29/2015

Evidence of Completion

coaching logs, walk-throughs, coaching notes

Action Step 2 5

Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.

Person Responsible

Jessica Ruppen

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

observation logs, rubric

Action Step 3 5

Deliver professional development to staff during pre-planning, early release professional development days, PLC's, teacher duty days, faculty meeting, while following up with coaching and opportunities to model classrooms.

Person Responsible

Cindy McNairy

Schedule

Weekly, from 8/5/2014 to 5/28/2015

Evidence of Completion

sign-in sheets, pd plan, agendas, interactive teacher notebooks, observations

Action Step 4 5

Provide Research based resources and supplemental curriculum resources such as, Write from the Beginning, ACALETICS, Math Party, Science Coach, KAGAN, SIPPS, Waterford, AIMS, Time for Kids, I-Ready, and Teacher Professional Reading materials (ie. Teach Like a Champion and Ruby Payne).

Person Responsible

Dwayne Copeland

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walk through evidence of resource usage

Action Step 5 5

Implementation of school wide ISNs in the area of math and extended to other subjects such as reading as decided by resource, intervention, and classroom teachers. This was selected to help increase student engagement.

Person Responsible

Valeria Wright

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Sample ISNs, data for lowest quartile students in the area of reading

Action Step 6 5

Tutoring-which includes sub as tutor and after school tutoring opportunity

Person Responsible

Dwayne Copeland

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

monitor data on students who attend tutoring

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

Attendance will be monitored and verified for participation. The PD topics will be prioritized by district, administration as well as school data needs. At the end of each professional development an exit slip will be required or an implement and evaluation component will be added to the interactive teacher notebook. Administration and coaches will be observing and providing feedback on the implementation of the professional development.

Person Responsible

Schedule

Evidence of Completion

attendance sheets, exit slips, interactive notebook and scripting, lesson plans

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

The exit slips and evaluation components will be collected and verified that there is understanding of the professional development. The gradual release observational tool will be used to monitor the guided instruction, collaborative learning and independent learning.


Person Responsible

Schedule


Evidence of Completion

walk-throughs, observations, coaching, lesson plans, gradual release rubric

G1.B2 Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students. 2

 B099342

G1.B2.S1 Have ESE resource teachers attend pre-teaching training. Solicit support from other ESE teachers throughout the district. 4

 S120570

Strategy Rationale

They will be able to support students with identified IEPS more effectively. Their instruction will coincide with their students goals and also what the student is learning from the gen ed teacher.

Action Step 1 5

ESE teachers will attend pre-teaching professional development.

Person Responsible

Dwayne Copeland

Schedule

On 12/18/2014

Evidence of Completion

lesson plans, observable implementation, and student gains

Action Step 2 5

ELL Gradual Release support that includes increasing rigor in order to impact student gains.

Person Responsible

Dwayne Copeland


Schedule

Monthly, from 9/9/2014 to 5/21/2015

Evidence of Completion

lesson plans, optional ISN, observable implementation, and student gains

G1.B3 New teachers 2

 B099496

G1.B3.S1 First year teachers(E3) have a PAR. E3yr2 have an assigned mentor. 4

 S123152

Strategy Rationale

Support new teachers with resources to develop content knowledge and encourage best practices in order to impact student achievement. This also will help with teacher retention.

Action Step 1 5

Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.

Person Responsible

Jessica Ruppen

Schedule

Weekly, from 9/23/2014 to 5/27/2015

Evidence of Completion

Lesson planning, emails, communication logs and attendance at E3Y2 workshops

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.	Brooks, Vernita	8/5/2014	coaching logs, walk-throughs, coaching notes	5/29/2015 weekly
G1.B2.S1.A1	ESE teachers will attend pre-teaching professional development.	Copeland, Dwayne	9/10/2014	lesson plans, observable implementation, and student gains	12/18/2014 one-time
G1.B3.S1.A1	Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.	Ruppen, Jessica	9/23/2014	Lesson planning, emails, communication logs and attendance at E3Y2 workshops	5/27/2015 weekly
G1.B1.S1.A2	Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.	Ruppen, Jessica	8/25/2014	observation logs, rubric	5/29/2015 weekly
G1.B2.S1.A2	ELL Gradual Release support that includes increasing rigor in order to impact student gains.	Copeland, Dwayne	9/9/2014	lesson plans, optional ISN, observable implementation, and student gains	5/21/2015 monthly
G1.B1.S1.A3	Deliver professional development to staff during pre-planning, early release professional development days, PLC's, teacher duty days, faculty meeting, while following up with coaching and opportunities to model classrooms.	McNairy, Cindy	8/5/2014	sign-in sheets, pd plan, agendas, interactive teacher notebooks, observations	5/28/2015 weekly
G1.B1.S1.A4	Provide Research based resources and supplemental curriculum resources such as, Write from the Beginning, ACALETICS, Math Party, Science Coach, KAGAN, SIPPS, Waterford, AIMS, Time for Kids, I-Ready, and Teacher Professional Reading materials (ie. Teach Like a Champion and Ruby Payne).	Copeland, Dwayne	8/18/2014	Walk through evidence of resource usage	5/29/2015 quarterly
G1.B1.S1.A5	Implementation of school wide ISNs in the area of math and extended to other subjects such as reading as decided by resource, intervention, and classroom teachers. This was selected to help increase student engagement.	Wright, Valeria	8/18/2014	Sample ISNs, data for lowest quartile students in the area of reading	6/1/2015 daily
G1.B1.S1.A6	Tutoring-which includes sub as tutor and after school tutoring opportunity	Copeland, Dwayne	8/18/2014	monitor data on students who attend tutoring	6/5/2015 daily
G1.MA1	We will compare quarterly assessments to our baseline SMTs, and utilize Acaletics Comprehensive assessment to progress monitor math for grades 3-5. We will use SIPPS mastery tests to monitor phonics, phonemic awareness, and fluency. We will also use Making Connections unit quizzes to monitor comprehension skills in grades 1-5.	Brooks, Vernita	8/25/2014	bell to bell instruction, increased student engagement, increase student use of strategies, FAIR, DA Assessments (given 3x a year, it establishes a baseline and able to show growth) plc minutes, data chats,	5/29/2015 quarterly
G1.B1.S1.MA1	The exit slips and evaluation components will be collected and verified that there is understanding of the professional development. The gradual release observational tool will be used to monitor the guided instruction, collaborative learning and independent learning.		walk-throughs, observations, coaching, lesson plans, gradual release rubric	once	
G1.B1.S1.MA1	Attendance will be monitored and verified for participation. The PD topics		attendance sheets, exit	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be prioritized by district, administration as well as school data needs. At the end of each professional development an exit slip will be required or an implement and evaluation component will be added to the interactive teacher notebook. Administration and coaches will be observing and providing feedback on the implementation of the professional development.		slips, interactive notebook and scriptaping, lesson plans		

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 teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students.

G1.B1 Lack of fidelity in the implementation of effective instructional practices and programs, such as the 5E's and the gradual release models.

G1.B1.S1 Design and deliver professional development in quality instruction, data based problem solving, gradual release, and data-driven differentiated instruction. Provide additional coaching support for new teachers.

PD Opportunity 1

Instructional Coaches will provide follow up coaching in the area of the Professional Development that was taught.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Weekly, from 8/5/2014 to 5/29/2015

PD Opportunity 2

Instructional coaches will monitor the effectiveness of the professional development by conducting observations in the classrooms and utilizing the rubric.

Facilitator

Instructional Coaches

Participants

Faculty

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 3

Deliver professional development to staff during pre-planning, early release professional development days, PLC's, teacher duty days, faculty meeting, while following up with coaching and opportunities to model classrooms.

Facilitator

Coaches, Model Teachers, train the trainers, intervention teachers, administration, and guidance

Participants

All staff or identified staff as needed

Schedule

Weekly, from 8/5/2014 to 5/28/2015

G1.B2 Inconsistent monitoring of rigorous ESE/ELL small group instructional support is provided per IEP and ELL plans for identified students.

G1.B2.S1 Have ESE resource teachers attend pre-teaching training. Solicit support from other ESE teachers throughout the district.

PD Opportunity 1

ESE teachers will attend pre-teaching professional development.

Facilitator

ESE district support personnel

Participants

ESE resource teachers

Schedule

On 12/18/2014

PD Opportunity 2

ELL Gradual Release support that includes increasing rigor in order to impact student gains.

Facilitator

Betsy Sotomayor

Participants

ELL resource

Schedule

Monthly, from 9/9/2014 to 5/21/2015

G1.B3 New teachers

G1.B3.S1 First year teachers(E3) have a PAR. E3yr2 have an assigned mentor.

PD Opportunity 1

Lead mentors and mentee will collaborate ideas and best practices that will support classroom management and student growth. As well as build relationships that will impact their confidence as a developing educator.

Facilitator

Meg Roa

Participants

Mentors and Mentees

Schedule

Weekly, from 9/23/2014 to 5/27/2015

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 1: All teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students.	303,328
Grand Total	303,328

Goal 1: All teachers will engage students in rigorous instruction aligned to standards through the 5E'S and the gradual release model including differentiated instruction and accommodations for all students.

Description	Source	Total
B1.S1.A1 - Reading Caoch	Title I Part A	53,117
B1.S1.A2 - Science Coach	Title I Part A	58,200
B1.S1.A3 - Extended PLC and substitute coverage for PD trainings	Title I Part A	3,600
B1.S1.A3 - Math Coach	Title I Part A	55,490
B1.S1.A4 - Materials/Supplies	Title I Part A	30,000
B1.S1.A4 - Technology	Title I Part A	1,000
B1.S1.A5 - Reading Intervention teacher	Title I Part A	71,921
B1.S1.A6 - Sub as tutor/Alvarez Summer reading tutoring after school and Saturday tutoring camp	Title I Part A	30,000
Total Goal 1		303,328