

Pinellas County Schools

Starkey Elementary School



2021-22 Schoolwide Improvement Plan

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Starkey Elementary School

9300 86TH AVE, Seminole, FL 33777

<http://www.starkey-es.pinellas.k12.fl.us>

Demographics

Principal: Audrey Chaffin

Start Date for this Principal: 8/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (59%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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9300 86TH AVE, Seminole, FL 33777

<http://www.starkey-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% student success of achieving individual goals.

Provide the school's vision statement.

We will partner with families to inspire a love for learning as students achieve personal goals.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Austin, Erica	Teacher, K-12	The Math SIP Goal Manager is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data.
Bailey, Debora	Teacher, K-12	The Science SIP Goal Manager is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data.
Chaffin, Audrey	Principal	The principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.
Grasso, Kaitlyn	Teacher, K-12	The Family Involvement SIP Goal Manager is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data. Mrs. Grasso also oversees our Title One compliance requirements.
Hall, Kimberly	Instructional Coach	As the PBIS SIP Goal Manager, she is responsible for collaboratively drafting the SIP plan, analyzing and monitoring school wide data, coordinating interventions and providing input to modifications needed based on analysis of school wide data while ensuring the MTSS process is implemented as needed.
Harris, Tameka	Assistant Principal	The assistant principal performs administrative and supervisory work in the area of instruction, personnel, curriculum, safety and transportation. Position is responsible for meeting with parents to discuss student behaviors and evaluate learning materials and data to determine areas where improvement is needed.
Purpura, Ann	Teacher, K-12	The Healthy Schools Goal Manager responsibilities include focusing on physical activity, social-emotional health and healthy eating within our SIP goal. Responsibilities also include ensuring surveys, training, and monitoring tools are provided to support the Healthier Generation Alliance program.
Ridge, Mary	Teacher, K-12	As the Bridging the Gap SIP Goal Manager, she is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data. Ms. Ridge also

Name	Position Title	Job Duties and Responsibilities
		helps coordinate professional development needs based on SIP and school wide data.
Terantino, Rachael	Teacher, K-12	The ELA SIP Goal Manager is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data.

Demographic Information

Principal start date

Saturday 8/1/2009, Audrey Chaffin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

592

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	107	94	96	98	93	0	0	0	0	0	0	0	592
Attendance below 90 percent	0	12	11	14	17	15	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	8	3	4	0	3	0	0	0	0	0	0	0	18
Course failure in Math	0	5	2	5	1	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	27	26	21	16	10	0	0	0	0	0	0	0	100

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	110	93	100	98	95	0	0	0	0	0	0	0	569
Attendance below 90 percent	1	19	20	15	15	9	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

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

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	110	93	100	98	95	0	0	0	0	0	0	0	569
Attendance below 90 percent	1	19	20	15	15	9	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

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

The number of students identified as retainees:

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

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	54%	57%	57%	50%	56%
ELA Learning Gains				53%	59%	58%	54%	47%	55%
ELA Lowest 25th Percentile				41%	54%	53%	38%	40%	48%
Math Achievement				72%	61%	63%	72%	61%	62%
Math Learning Gains				70%	61%	62%	66%	56%	59%
Math Lowest 25th Percentile				60%	48%	51%	56%	42%	47%
Science Achievement				69%	53%	53%	68%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	56%	15%	58%	13%
Cohort Comparison						
04	2021					
	2019	54%	56%	-2%	58%	-4%
Cohort Comparison		-71%				
05	2021					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	62%	7%	62%	7%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-69%				
05	2021					
	2019	63%	60%	3%	60%	3%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	54%	11%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used NWEA MAP data for grade 1-5 ELA and math calculations.

We used the science cycle assessments data for 5th grade science calculations.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/65%	56/59%	55/57%
	Economically Disadvantaged	23/55%	21/46%	26/55%
	Students With Disabilities	2/29%	2/25%	2/25%
	English Language Learners	4/50%	1/13%	4/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56/64%	64/67%	63/66%
	Economically Disadvantaged	21/50%	28/61%	26/46%
	Students With Disabilities	2/29%	3/38%	3/38%
	English Language Learners	4/50%	2/25%	2/25%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/40%	51/55%	54/59%
	Economically Disadvantaged	21/42%	30/56%	29/55%
	Students With Disabilities	2/18%	4/36%	5/45%
	English Language Learners	1/20%	2/40%	1/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/51%	46/50%	55/60%
	Economically Disadvantaged	26/52%	24/44%	31/54%
	Students With Disabilities	3/27%	3/27%	3/38%
	English Language Learners	1/20%	1/20%	2/50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/57%	58/59%	52/54%
	Economically Disadvantaged	23/51%	28/57%	24/49%
	Students With Disabilities	1/7%	5/33%	5/31%
	English Language Learners	2/67%	0/0%	1/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49/53%	66/67%	55/56%
	Economically Disadvantaged	22/49%	33/67%	24/48%
	Students With Disabilities	2/13%	9/60%	4/25%
	English Language Learners	1/33%	1/25%	2/50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51/59%	45/51%	0
	Economically Disadvantaged	18/45%	18/44%	0
	Students With Disabilities	2/18%	4/36%	0
	English Language Learners	0/0%	1/17%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46/54%	43/49%	47/52%
	Economically Disadvantaged	19/48%	17/40%	21/49%
	Students With Disabilities	1/9%	4/36%	3/27%
	English Language Learners	1/25%	2/33%	3/50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43/49%	48/55%	0
	Economically Disadvantaged	11/29%	16/43%	0
	Students With Disabilities	1/8%	5/42%	0
	English Language Learners	2/33%	4/67%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/51%	52/58%	38/42%
	Economically Disadvantaged	13/33%	20/51%	12/31%
	Students With Disabilities	0/0%	7/58%	4/33%
	English Language Learners	1/17%	4/67%	3/50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	81/90%	85/96%	0
	Economically Disadvantaged	32/82%	35/90%	0
	Students With Disabilities	8/67%	10/83%	0
	English Language Learners	5/83%	5/83%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	48			38	70						
ELL	36			40							
ASN	77			85							
BLK	28			33							
HSP	48	80		69	70						
MUL	44			61							
WHT	66	63	73	66	64	50	70				
FRL	51	62	64	52	51	46	63				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	61	54		61	58	60	42				
ELL	53	67		50	47						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	75	50		92	70						
BLK	35	38		39	69						
HSP	52	41		65	59		83				
MUL	71	60		71	70						
WHT	64	55	46	76	72	59	71				
FRL	50	50	42	61	63	55	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	58	69		67	69						
ELL	35			53							
ASN	69	67		81	75						
BLK	40			53							
HSP	57	53		70	61		67				
MUL	71			71							
WHT	57	57	41	74	64	61	70				
FRL	51	51	41	66	62	50	59				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- *ELA L25 decreased proficiency levels in the past 4 years.
- *Multiracial subgroup had the highest disciplinary discrepancies.
- *Black and Hispanic subgroups had the highest attendance rate of 10% or more absent.
- *School trend indicates improvement needed in Literary Text Key Idea and Details.
- *School trend indicates improvement needed in Operations and Algebraic Thinking.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- *ELA L25 decreased proficiency levels in the past 4 years.
- *School trend indicates improvement needed in Literary Text Key Idea and Details.
- *School trend indicates improvement needed in Operations and Algebraic Thinking.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors:

- *students struggle with transitioning from retelling to recounting between primary and intermediate grade level
- *text exposure and expectations in core curriculum between primary and intermediate grade levels differ
- *limited collaborative structures impacted student active engagement levels of ELA L25 subgroup
- *minimal instruction provided in problem solving strategies

New Actions to Take:

- *Purposeful planning of core and small group lessons
- *Return to using more collaborative structures
- *Share strategies in all content areas to help student fully understand word problems/questions

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

- *Geometry, Measurement and Data had the most improvement
- *4 year trend showed steady growth in Math and Science in achievement scores and learning gains

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing Factors:

- *Geometry was taught earlier in the school year
- *Number routines was taught with fidelity

New Actions Taken:

- *provided basic math fact flash cards to all students
- *science vocabulary immersion in environment
- *6M's implemented across curriculum planning

What strategies will need to be implemented in order to accelerate learning?

- *utilize the 7 Best Reading Strategies (i.e. Predict, Visualize, Question, Connect, Identify, Infer, Evaluate) across all subject areas
- *continue implementation of 6M's across curriculum planning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- *6Ms review and continuing education
- *Student voice and choice (UDL)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- *Purposeful planning of core and small group instruction through DWT, PLCs, Staff Developers, and site-based training.
- *Assign mentors to teachers to further support instructional strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	63% of the students in grades 1-5 scored at the proficiency level on the 2020 - 2021 ELA Winter MAP. (47% of the black students in grades 1-5 scored at the proficiency level on the 2020 - 2021 ELA Winter MAP.)
Measurable Outcome:	The percent of grades 1-5 students achieving proficiency level will increase from 63% to at least 70% as compared between the 2020 - 2021 to the 2021 - 2022 ELA Winter MAP.
Monitoring:	Administration and SIP Goal Managers will meet monthly to monitor progress towards SIP goals and action steps. Timely data (MAP, Running Records, ISIP, RTI, and formative assessments) will be shared and analyzed together and with School Improvement Teams.
Person responsible for monitoring outcome:	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy:	Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.
Rationale for Evidence-based Strategy:	This strategy was selected based on changes in curriculum and staff. We have to make sure our students are engaged in more rigorous, differentiated tasks with the updated and revised curriculum while staying aligned to the state standards in order to ensure more of our students are making yearly learning gains, while also increasing teacher knowledge.

Action Steps to Implement

1. Ensure research based instructional supports (i.e. collaborative structures, 6Ms, UDL, gradual release, etc.) are in place for all students during core instruction and independence, including supports for students with exceptional needs and English language learners.
2. Use Can DO Descriptors and name charts for planning [knowing each ELLs language proficiency level] and use ESOL Strategies {Go-to-Strategies} that directly align with ELLs proficiency levels.
3. Offer extensions or more advanced texts for students above benchmark.
4. Conduct daily small group instruction based on data.
5. Prioritize engaging students with reading, writing, and discussing appropriate grade-level text while applying foundational skills.
6. Provide students with standard-based feedback in reading, and writing, and opportunities to use that feedback.
7. School participation in Library Media enrichment opportunities (such as Battle of the Books).
8. Train families to use reading and writing strategies at home through a parent conferences and Literacy Night.

Person Responsible Rachael Terantino (terantinor@pcsb.org)

ESSA Goal: Black students ELA FSA Achievement Level will increase from 28% to 42%. ELL Achievement Level will increase from 36% to 42%.

1. Include regular collaborative opportunities during PLC's to exam assignments, student work, and multiple data points to determine progress.
2. Cultivate a trusting and motivating culture within the classroom to promote positive and high expectations for all.

Person Responsible	Rachael Terantino (terantinor@pcsb.org)
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#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

61% of students in grades 1-5 scored at the proficiency level on the 2020-2021 on the Math Winter MAP. (40% of the black students scored at the proficiency level.)

Measurable Outcome:

The percent of grades 1-5 students achieving proficiency level will increase from 61% to at least 70% as compared between the 2020-2021 to the next school year 2021-22 Math Winter MAP.

Monitoring:

Administration and SIP Goal Managers will meet monthly to monitor progress towards SIP goals and action steps. Timely data (MAP, Dreambox lesson completion, Unit Assessments, Formative Assessments) will be shared and analyzed together with school improvement teams.

Person responsible for monitoring outcome:

Audrey Chaffin (chaffina@pcsb.org)

Evidence-based Strategy:

Use Ready Classroom Mathematics, Dreambox, Learning and Number Routines to provide rigorous, student-centered instruction daily that includes remediation/enrichment.

Rationale for Evidence-based Strategy:

This strategy was selected based on changes in curriculum and staff. Students need to be engaged in more rigorous, differentiated tasks that support standards-based curriculum to ensure more of our students are making on-going learning gains.

Action Steps to Implement

1. Engage in mathematics planning that supports the implementation of Number Routines at the start of the math block daily.
2. Incorporate Flocabulary.com into lessons to support the 6 M's (music) and math vocabulary.
3. Assess and analyze MAP, Unit Assessments, and Dreambox learning data to inform instruction.
4. Utilize addition (grades 1-2) and multiplication (grades 3-5) flashcards to support math fact fluency and a school Math Around the World competition.
5. School participation in the Library Media Makerspace will provide additional standards-based challenges and activities.
6. Provide students with problem solving tasks to develop students thinking and apply what they have already learned to solve complex problems.
7. Each teacher will create a plan and deliver lessons for each student coded LY and LF by implementing Instructional Supports for ELLs by Level of English Language Proficiency (curriculum plans) to ensure academic success.
8. Use Can DO Descriptors and name charts for planning knowing each ELLs language proficiency level and use ESOL Strategies {Go-to-Strategies} that directly align with ELLs proficiency levels.

Person Responsible

Erica Austin (austine@pcsb.org)

ESSA Subgroup: SWD Math FSA Achievement Level will increase from 38% to 42%. Black students Math Achievement Level will increase from 33% to 42%.

1. Include regular collaborative opportunities during PLC's to exam assignments, student work, and multiple data points to determine progress.

2. Cultivate a trusting and motivating culture within the classroom to promote positive and high expectations for all.

Person Responsible Erica Austin (austine@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 68% of students in grades 3-5 scored at the proficiency level on the 2020-2021 Science Cycle 2 Assessment.

Measurable Outcome: The percent of all grades 3-5 students achieving science proficiency will increase from 68% to 75% as measured by the 2022 Science Cycle 2 Assessment.

Monitoring: Administration and SIP Goal Managers will meet monthly to monitor progress towards SIP goals and action steps. Timely data (Unit Assessments and cycle assessments) will be shared and analyzed together with school improvement teams.

Person responsible for monitoring outcome: Audrey Chaffin (chaffina@pcsb.org)

Evidence-based Strategy: Effectively implement and monitor science units that incorporate the 3-I science instructional routine, science labs, and vocabulary activities in alignment with grades 3-5 standards.

Rationale for Evidence-based Strategy: Based on the 2020-2021 Science Cycle 2 Assessment data, Nature of Science requires the most review. Lack of vocabulary comprehension from grades 3-5 standards require a deeper understanding and opportunities for integration.

Action Steps to Implement

1. Provide ongoing professional development for the 5E instructional model and 3-I science instructional routine (Ignite, Investigate, Inform, Instruction).
2. Implement and monitor science vocabulary academic gaming based on data and incorporate robotics into classroom curriculum.
3. Develop, implement, and monitor a data driven 5th grade standards review plan using 3rd and 4th Grade Diagnostic Assessment.
4. Implement and analyze grade 4 and 5 unit assessments to identify lowest scoring standards and adjust review plan accordingly.
5. Administration will monitor implementation of lesson plans for use of 3-I instructional routine.
6. School participation in the Library Media Makerspace will provide additional standards-based challenges and activities.
7. Each teacher will create a plan and deliver lessons for each student coded LY and LF by implementing Instructional Supports for ELLs by Level of English Language Proficiency (curriculum plans) to ensure academic success.
8. Use Can DO Descriptors and name charts for planning (knowing each ELLs language proficiency level) and use ESOL Strategies {Go-to-Strategies} that directly align with ELLs proficiency levels.
10. Incorporate Flocabulary.com, Nearpod, and Safari Montage resources into lessons to support the 6 M's and science vocabulary.

Person Responsible: Debora Bailey (baileydeb@pcsb.org)

ESSA Subgroup: Multiracial Science SSA Achievement Levels will increase from 33% to 42%.

1. Include regular collaborative opportunities during PLC's to exam assignments, student work, and multiple data points to determine progress.
2. Cultivate a trusting and motivating culture within the classroom to promote positive and high expectations for all.

Person Responsible: Debora Bailey (baileydeb@pcsb.org)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	<p>63% of the students in grades 1-5 scored at the proficiency level on the 2020 - 2021 ELA Winter MAP. (47% of the black students in grades 1-5 scored at the proficiency level on the 2020 - 2021 ELA Winter MAP.) The following is a breakdown by subgroup:</p> <p>Black - 47% (14/30) White - 69% (208/302) Hispanic - 54% (35/65) Asian - 71% (15/21) ELL - 34% (10/29) SWD - 46% (24/52)</p>
Measurable Outcome:	<p>The percent of grades 1-5 students achieving proficiency level will increase from 63% to at least 70% as compared between the 2020 - 2021 to the 2021 - 2022 ELA Winter MAP. (65% of the black students in grades 1-5 will score at the proficiency level on the 2021 - 2022 ELA Winter MAP as compared to the 47% on the 2020 - 2021 ELA Winter MAP.)</p>
Monitoring:	<p>Administrators will examine changes in teacher practice using Culturally Relevant Teaching classroom walk-through tool four times per year to drive further training and celebrations to acknowledge. Teachers will rate observable Culturally Relevant Teaching practices through peer observation and provide meaningful feedback. 6 M's training will be provided throughout the year via school-based and district-based trainers.</p>
Person responsible for monitoring outcome:	<p>Tameka Harris (harristam@pcsb.org)</p>
Evidence-based Strategy:	<p>Facilitate equity-centered problem solving for the adoption of equitable practices (equity centered PLC's, equity-centered SBLT). Address mindset shift for the adoption of equitable practice by providing equity centered professional development. The teacher will connect students to academic content through practices that are culturally relevant and responsive, and include Restorative Practices into their classroom.</p>
Rationale for Evidence-based Strategy:	<p>This strategy will promote equity within the classroom culture, lessons, and resources by providing teachers the opportunity to create lessons using a cultural lens. By providing professional development, we should see a reduction in the achievement gap between various subgroups.</p>

Action Steps to Implement

1. Teachers and administrators will monitor subgroup data four times a year using the equity-centered problem solving process during PLCs and SBLT to identify the amount the achievement gap decreased.
2. Teachers will use AVID Culturally Relevant Teaching Classroom Audit and self-reflections to support classroom practices and student outcomes during first and third grading period.
3. Equity training, including 6 M's, will be provided throughout the year.
4. Continue Achievers Clubs, which are monthly grade level data chats between administration and black students in grades 3-5.
5. The Restorative Practices trainer will provide resources and modeling on how to incorporate restorative circles and dialogue to be used throughout the school year.
6. All teachers continue to meet with black students monthly to discuss data and student created goals.
7. Specialists will discuss and send home goal sheets reports for black students.
8. Diverse collection of library resources for students will be easily accessible and visible.

9. Invite all black and L25 students to STEM and Promise Time Clubs.

Person Responsible Mary Ridge (ridgem@pcsb.org)

No description entered

Person Responsible Tameka Harris (harristam@pcsb.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus	From August 2020 to June 2021, data showed a total of 1643 student tardies. From August 2020 to June 2021, data showed 24% of black/African American students were absent for 10% or more of the days enrolled.
Description and Rationale:	
Measurable Outcome:	Based on the data, there will be a reduction in the number of student tardies in the 2021-2022 school year from 1643 to 1250. There will also be a reduction in the number of black/African American students that were absent for 10% or more of the days enrolled from 24% to 15%.
Monitoring:	The CST team will meet bi-weekly to monitor the attendance data and share with the stakeholders. Ensure attendance is accurately taken and recorded on a daily basis that also reflects the appropriate entry codes.
Person responsible for monitoring outcome:	Kimberly Hall (hallki@pcsb.org)
Evidence-based Strategy:	Strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis. Use a variety of discipline data for decision making to reduce the number of referrals and incident reports.
Rationale for Evidence-based Strategy:	Decreasing the percentage of students who are absent 10% or more from school will lead to higher student achievement and decrease the number of behavior incidents.

Action Steps to Implement

1. Record keeping of attendance training session will be provided at a staff meeting during the first month of school.
2. Implement and monitor attendance incentives and PBIS programs.
3. Discuss PBIS expectations with students on an ongoing basis in the classrooms. Staff will develop lesson plans for teaching expectations/rules each semester.
4. Provide professional development regarding PBIS program.
5. Organize and implement reward recognition by using Bear Paws, Paws-itive Referrals, and Starkey Store.
6. Grades 3-5 students will complete a survey based on PBIS results during grading period two and four to empower student voices.
7. The Restorative Practices trainer will provide resources and modeling on how to incorporate restorative circles and dialogue to be used throughout the school year.

Person Responsible Kimberly Hall (hallki@pcsb.org)

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Increasing parent participation and understanding with student data, goals, and curriculum will increase student achievement in multiple areas.
Measurable Outcome:	Teachers will conduct parent conferences for 100% of their students by the end of the first semester as opposed to the 96% the previous 2020-2021 school year.
Monitoring:	This Area of Focus will be monitored through the collection of surveys, sign in sheets at our events and parent conference notes.
Person responsible for monitoring outcome:	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy:	Provide academic tools and training for families to support their student's achievement at home. Meet with parent and students more often to provide them with a better understanding of the data.
Rationale for Evidence-based Strategy:	This strategy was selected so we can achieve learning gains for all students through a school-home connection.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Create and utilize a checklist of critical discussion items to include during parent conferences. 2. New-to-Starkey teachers will participate in fishbowl and peer coaching professional development for effective parent conferences. 3. Provide virtual/ in-person academic workshops for parents to support their student at home with content strategies. (Catapult STEM, Focus 101, Clever) 4. Conduct data chats at Understanding the Data Night with parents and students (MAP, FSA, grade level standards) to assist them with better understanding implications of the data. 6. Include links to Library Media Resources and events on school website. 7. Support families participation in district wide programs through ESOL family activities. 8. Using technology to make family interactions more equitable- live Microsoft teams or Zoom meetings, using recordings, sharing links, etc. 	
Person Responsible	Kaitlyn Grasso (grassokai@pcsb.org)

#7. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Our current level of performance is Silver based on the 2020-21 Healthy School application. Improved health and wellness will empower staff and students to continue better lifelong healthy habits.
Measurable Outcome:	We expect our performance level to increase from silver status to gold status as evidenced by 2021-2022 Healthy School application.
Monitoring:	School performance level will be monitored through the Alliance for a Healthier Generation topics. Data will be shared during monthly SIP meetings and PLCs.
Person responsible for monitoring outcome:	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy:	Optimize physical activity times at recess and incorporate movement within content lessons.
Rationale for Evidence-based Strategy:	This strategy will create opportunities to increase health and fitness for students and staff.

Action Steps to Implement

1. Enhance recess area with more equipment.
2. Incorporate the 6 M's Instructional Model in lesson plans.
3. Monitor compliance with Pinellas County Nutritional Guidelines.
4. Conduct a needs survey and plan wellness programs accordingly for staff.
5. Incorporate ELP's with movement for students.

Person Responsible Ann Purpura (purpuraa@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We are a "Non-Reporting School".

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We strongly value clear communication, recognition of efforts and high expectations of each other through a team approach. These traits will foster a positive school culture and environment.

In an effort to further build a positive culture with our parents we will look for innovative ways to provide events to our families in need of flexible scheduling. We will offer Meet the Teacher, Pre-K and K Student Orientation, Back to School Night/Annual Title 1 Meeting, Volunteer Orientation, Goodies with Grandparents, Donuts with Dads, Muffins with Moms, Math Curriculum Training Night (for parents), Literacy Night Curriculum Training Night (for parents), Ready, Set, Kindergarten Night, Student Showcase of Learning Night, Science Showcase, SAC meetings, PTA meetings, Volunteer Café, School Tours, Dads Take Your Child to School Day and All Pro Dads.

Each year we review our compact and Parent and Family Engagement Plan (PFEP). Parent input is essential to this process. Parents will be notified of the review at the final PTA and SAC meeting. We offer flexible meeting times by holding meetings in the evening, to reach as many parents as possible. Our Title I Annual Parent Meeting and Back to School Night will be held August 2021. During this meeting we will discuss the Parent's Right to Know, What is Title I, the 2021-2022 Title 1 budget, the importance of parental involvement, curriculum and assessments.

Additionally, our staff will build their capacity by participating in Equity Training, Restorative Practices Training, AVID CRT, Mental Health Training, and parent conference training to help create an atmosphere that is conducive to parent and family engagement and highest student achievement. We also coordinate with other federal programs such as VPK, IDEA, and Title 1.

We will communicate with parents via robo calls, student planners, planner labels, hard copies of materials, Peach Jar, e-mails, FOCUS, TEAMS, our marquee, school website, Facebook, and Twitter. We will make every reasonable effort to provide our parents with information in an understandable language and format.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration and staff will promote a positive culture by role modeling, encouraging communication with all stakeholders, and monitoring feedback from families. They will also support the PBIS process to ensure equity and fair practices.

Students will promote a positive culture by following our STAR expectations and demonstrating a commitment to strong character traits. They will report any issues to support the "See Something, Say Something" program to keep themselves and others safe.

Families will promote a positive culture by attending curriculum training and school events for their children. They will abide by the Starkey uniform policy and attendance guidelines. They will communicate with the teachers and administration to help improve process for the good of all.

Businesses and community members will play a part with promoting a positive culture by supporting student and school needs by volunteering, mentoring, providing class adoptions, participating in the Great American Teach-in, and becoming SAC members.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Materials to support Literacy Night and Battle of the Books (books, handouts, reward items)</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$400.00
			<i>Notes: Flocabulary.com subscriptions</i>			
	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$200.00
			<i>Notes: Addition and multiplication flashcards</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$400.00
			<i>Notes: Supplies to support Library Media Makerspace activities</i>			
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$600.00
			Notes: Rewards for PBIS recognition program			
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		\$400.00
			Notes: Materials for parent conferences and workshops			
7	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$3,000.00