Starkey Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (61%) 2020-21: (62%) 2018-19: B (61%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan is pending approval by the 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.](http://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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
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.
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.
Hall, Kimberly	Other	MTSS 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 with fidelity
Salyers, Jeremy	Guidance Counselor		As the Bridging the Gap SIP Goal Manager, he 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. Mr. Salyers also 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.
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.
Wright, Kimberly	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,

Name	Position Title	Job Duties and Responsibilities
		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 2022 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.*

2

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

617

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	108	100	102	97	81	104	0	0	0	0	0	0	0	592
Attendance below 90 percent	1	19	23	17	18	25	0	0	0	0	0	0	0	103
One or more suspensions	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	4	0	4	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	16	10	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	16	15	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	8	7	9	7	4	4	0	0	0	0	0	0	0	39
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	4	4	3	0	0	0	0	0	0	0	13

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Tuesday 7/12/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%			59%			61%	54%	57%
ELA Learning Gains	69%			63%			53%	59%	58%
ELA Lowest 25th Percentile	51%			65%			41%	54%	53%
Math Achievement	67%			64%			72%	61%	63%
Math Learning Gains	68%			62%			70%	61%	62%
Math Lowest 25th Percentile	41%			50%			60%	48%	51%
Science Achievement	72%			70%			69%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	56%	15%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	54%	56%	-2%	58%	-4%
Cohort Comparison		-71%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	62%	7%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-69%				
05	2022					
	2019	63%	60%	3%	60%	3%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	54%	11%	53%	12%
Cohort Comparison						

Subgroup Data Review

	2022 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 2020-21	C & C Accel 2020-21
	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						

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
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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&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	77
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Although we out performed the District and State on FSA we do recognize that our Grade 3 ELA has been stagnant in the low 50%'s. Fourth grade scores have been inconsistent due to multiple staff changes through the years. We are pleased with the progress made in Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area in need of improvement is Grade 3 ELA FSA proficiency followed by Grade 5 Math FSA proficiency and L25 Math subgroup.

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 include a lack of rigorous curriculum and the teachers' ability to implement effective strategies to support individual student needs. Grade 5 performance over multiple years has been consistently stronger than the 2022 scores indicated. Teachers will attend professional development regarding monitoring for learning to assist with intervening in a timely fashion. Goal setting will engage students in taking ownership of their learning and progress.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Grade 4 showed the most improvement in ELA and Math based on FSA trend data.

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

An intense focus on writing strategies which provided students with timely, specific, actionable feedback, and weekly PLC meetings between grade 4 and 5 teachers greatly contributed to the gains made in ELA proficiency levels. Extended learning Programs targeted specific students' needs and were layered with frequent monitoring, goal setting, and relationship building to increase Math achievement.

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

Strategies to accelerate learning will include: voice and choice, monitoring for learning, flexible seating and
higher order questioning. Professional development will be scheduled to ensure teachers' knowledge base of these strategies increases.

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.

Professional development opportunities provided at the school will include: effective teaching strategies, monitoring for learning, technology, and collaborative planning for ESE and general education teachers. The school will offer a school-wide book study of "Uncovering The Logic of English" by Denise Eide.

Additionally, teachers will be encouraged to attend the following district trainings as applicable: PCS Connects, B.E.S.T., Marzano's Monitor for Learning, Reading Endorsement, ESOL Endorsement, and/or gifted micro-credential.

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

Additional services to sustain improvement include purposeful planning of core and small group instruction through DWT, PLCs, Staff Developers, and site-based training. Furthermore, we will assign mentors to support instructional strategies to our new teachers. Timely, specific, and actionable feedback from administration and regularly scheduled data chats will build teacher capacity.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	67% of students in grades 3 - 5 scored at the proficiency level on the 2021 - 2022 on the Math FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of grades 3 - 5 students achieving proficiency level will increase from 67% as measured by the 2021 - 2022 Math FSA to 75% as measured by the May 2023 Math FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and SIP Goal Managers will meet monthly to monitor progress towards SIP goals and action steps. Timely data (state assessments, 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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will monitor for learning through the use of the McGraw Hill series, Dreambox Learning, and Number Routines as resources to provide rigorous, student-centered instruction daily to include remediation/enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected based on changes in curriculum and staff and therefore calls for increased awareness of monitoring for learning. 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Gain a deeper understanding of Florida's B.E.S.T. Standards for Mathematics by attending district professional development.
2. Within readiness grouping, implement goal setting opportunities for students to monitor and revise their goals based on data with celebrations.
3. Incorporate Flocabulary.com into lessons to support the 6M's and math vocabulary.
4. Participate in Maker Space, STEM Academies and various before/after school enrichment programs to provide additional standards-based challenges and activities, and to allow for real-world connections.
5. Administration will assess and analyze state assessments, formative assessments, and Dreambox with teachers during regularly scheduled data chats. In turn, teachers will also do hold data chats with their students.
6. Provide flashcards for each student to increase basic math fact fluency and allow practice for participation in a school competition.
7. Investigate and use resources that best provide students with problem solving tasks to solve complex problems daily, including Number Routines.

Person Responsible   Kimberly Wright (wrightki@pcsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	62% of students in grades 3 - 5 scored at the proficiency level on the 2021 - 2022 on the ELA FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of grades 3 - 5 students achieving proficiency level will increase from 62% as measured by the 2021 - 2022 ELA FSA to 70% as measured by the May 2023 ELA FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and SIP Goal Managers will meet monthly to monitor progress towards SIP Goals and action steps. Timely data will be shared and analyzed together with school improvement teams and SAC monthly as well.
Person responsible for monitoring outcome:	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitoring for learning in the ELA block will ensure students are receiving support and guidance in a timely manner. Also, monitoring instruction in both reading and writing will occur more frequently to support teachers with implementing research-based principles accordingly.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was based on changes in curriculum and staff. We have to make sure our students (specifically boys) are engaged in more rigorous, differentiated literacy tasks with the updated and revised curriculum. These tasks will be aligned to the Florida B.E.S.T. Standards in order to ensure students are making yearly learning gains, while also increasing teacher knowledge of these standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Become familiar with the vertical progression of the new B.E.S.T. standards to gain a deeper understanding of them and the proficiency expectations.
2. Develop and utilize a Starkey Technology Progression Plan to ensure research-based instructional strategies are in place for all students during core instruction and independent work.
3. Analyze gender data, then implement and monitor a plan for ameliorating gaps early.
4. Conduct daily fluid small group instruction based on data.
5. Engage students using appropriate grade level, high-interest text.
6. Prioritize Black students with timely, specific, actionable feedback with opportunities to apply new

learning.

7. Participate in Library Media enrichment opportunities, such as Battle of the Books.

8. Train families to use strategies at home through our family involvement activities, i.e. ESOL Night, Literacy Night, and PTA events.

9. Participate in "Uncovering The Logic of English" by Denise Eide book study during PLCs.

Person Responsible   Rachael Terantino (terantinor@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	72% of students in grade 5 scored at the proficiency level on the 2021-2022 Science SSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all grade 5 students achieving science proficiency will increase from 72% on the 2021 - 2022 SSA to 76% as measured by the 2022 - 2023 SSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration and SIP Goal Managers will meet monthly to monitor progress toward SIP goals and action steps. Timely data will be shared and analyzed together with school improvement teams and SAC monthly as well.
Person responsible for monitoring outcome:	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Effectively monitoring for learning that incorporates the 3-I science instructional routine, science labs, and vocabulary activities in alignment with grades level standards will ensure students are receiving timely feedback and support to clarify misconceptions early.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on the 2021-2022 Science SSA data, Nature of Science requires continued review. Students need to be engaged in more rigorous, differentiated, hands-on tasks while being monitored for their learning so that more of our students are making on-going learning gains specifically in this area. Teachers monitoring and intervening will decease further confusion for the students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide ongoing professional development for the 5E instructional model and 3-I science instructional routine (Ignite, Investigate, Inform Instruction).
2. Implement daily 3-I routine using instructional materials to engage in higher-level thinking and maximize student learning.
3. Incorporate robotics into the classroom curriculum that includes the Starkey Technology Progression Plan and Gimkit.
4. Host a grade 4 and 5 Gamekit competition to further deepen vocabulary knowledge and application.
4. Incorporate Flocabulary.com, Nearpod, Safari Montage, and schoolwide vocabulary resources into lessons to support the 6M's and science vocabulary.
5. Create a school-wide opportunity that enhances science vocabulary usage with real-world relevance.

6. Develop, implement, and monitor a data driven 5th grade standards review plan using 3rd and 4th Grade Diagnostic Assessment.

7. Implement and analyze grade 4 and 5 unit assessments to identify lowest scoring standards and adjust review plan accordingly.

Person Responsible   Debora Bailey (baileydeb@pcsb.org)

#4. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	BTG: 62% of all students in grade 3-5 scored at the proficiency level on the 2021-2022 ELA FSA. 45% of the Black students scored at the proficiency level on the 2021 - 2022 FSA. Attendance: During the 2021 - 2022 school year, 24% of students were absent 10% or more. Total tardies included were 2723, with 1956 early releases, and 59 referrals. Family Engagement: During the first semester of 2021 - 2022 school year, 93% of parents participated in a conference to understand student data and set goals to increase student achievement in multiple areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	BTG: The gap between all grade 1-5 students and grade 1-5 Black students achieving proficiency level will be less than 5% on the May 2023 ELA state assessments. We'll maintain having no discipline referral gaps between all students and Black students during the 2023 school year. We'll reduce the total number of discipline referrals from 59 to 45 between May 2022-May 2023. Attendance: The attendance rate will decrease from 24% of students absent 10% or more from the 2022 school year to 14% being absent 10% or more during the 2023 school year. The total amount of tardies/early releases will decrease by 15% between May 2022-May 2023, going from 2723 and 1956 respectively. Family Engagement: Teachers will conduct parent conferences for 100% of their students by January 2023 as opposed to 93% during January 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	BTG: Administrators will examine changes in teacher practice using the Culturally Relevant classroom walk-through tool four times a year to drive further training and celebrations to acknowledge achievement. Teachers will rate observable Culturally Relevant practices through peer observations and provide meaningful feedback. 6Ms training will be offered throughout the year via school-based and district-based trainings. Attendance: The CST team will meet bi-weekly to monitor attendance data and share with applicable stakeholders. Teachers will ensure attendance is accurately taken and recorded daily and recorded with the appropriate attendance entry codes. Data for referrals will be discussed during the bi-weekly MTSS data meetings, monthly staff and SAC meetings. Family Engagement: Participation 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: Describe the evidence-based strategy being implemented for this Area of Focus.	BTG: Teachers will facilitate equity-centered problem solving for the adoption of equitable practices. School based equity centered professional development will be provided to address a mind set shift for the adoption of equitable practices. Teachers will connect students to academic content through practices that are relevant and responsive, and include Restorative Practices into their classroom. Attendance: The attendance problem solving process will be strengthened to

address and support the needs of students across all tiers on an ongoing basis. A variety of discipline data will be used for decision making to reduce the number of referrals and incident reports. A purposeful process for reviewing and tracking data will be created by the SIP team.

Family Engagement: Training and tools will be provided for families to support student's achievement. Teachers will meet with parents and students to provide a better understanding of student data.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

BTG: 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 gaps between various subgroups.

Attendance: Decreasing the percentage of students who are absent 10% or more will lead to higher student achievement and decrease the number of behavior incidents.

Family engagement: Providing training and tools will help students achieve learning gains through a school/home connection.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

BTG:
1. Conduct monthly restorative "Bear Huddles" based on school needs.
2. Continued training for teachers on Restorative Circles/Conversations.
3. Monthly data chats with goal settings/celebrations between leadership and grade 3-5 Black students.
4. Prioritize Black students with timely, specific, actionable feedback with opportunities for application.
5. Black students will receive at least eight Paws-itive referrals during 2022-2023 school year.
6. Reiterate PBIS expectations on an on-going basis. Teachers will implement the provided Establishing Expectation lessons plans.

Attendance:
1. Provide attendance recordkeeping training to staff during the first month of school.
2. Implement attendance recognition with Bear Paws, Paws-itive referrals, Starkey Store, and assemblies.
3. CST will monitor and share attendance progress with applicable stakeholders bi-weekly.

Family Engagement:
1. Provide parent conference training for new teachers.
2. Provide families training/tools to foster school/home connection that supports curriculum and technology.
3. Monitor event participation with surveys, sign-in sheets, and conferences conducted.

Person Responsible   Jeremy Salyers (salyersj@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 families), Literacy Night Curriculum Training Night (for families), 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 31, 2022. During this meeting we will discuss the Parent's Right to Know, What is Title I, the 2022-2023 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. Besides Title 1, we also coordinate with the VPK and IDEA federal programs.

We will communicate with parents via robo calls, student planners, planner labels, hard copies of materials, Peach Jar, e-mails, Class Dojo, 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 school culture and environment.

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.