

Executive Summary for the Starkey Elementary 2015-16 School Improvement Plan

Starkey Elementary School has 630 students, grades Pre-K to 5th, two administrators, 52 teachers, and 36 staff members. Our mission is to provide children opportunities to love learning and reach their dreams. We met the requirements of the AdvancED Accreditation Commission and are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

To accomplish its mission, Starkey Elementary has 5 goals:

- 1) Score 5% higher than the district average of those meeting or exceeding proficiency levels on each of the 2016 state assessments (Reading FSA, Writing FSA, Math FSA, Science FCAT 2.0).
- 2) Black students will score 10% higher than the district average of Black students meeting or exceeding proficiency levels on each of the 2016 state assessments (Reading FSA, Writing FSA, Math FSA, and Science FCAT 2.0).
- 3) Close the achievement gap to 20% between Black and non-Black students meeting our AMO 2016 targets of 63% Black and 81% non-Black meeting or exceeding proficiency levels in Reading.
- 4) Reduce the number of discipline referrals for our ESE subgroup by 20%.
- 5) Increase mentor/tutor hours by 10%. (As of 4/28/15, we had 508 mentor/tutor hours.)

The core instructional and monitoring strategies included in our action plans are:

- monitor professional development outlined in Deliberate Practices, to include JIT Coaches
- use research-based strategies in core instruction (e.g., 5E, Gradual Release, Architecture of a Mini-Lesson, Text Dependent Questioning, Collaboration, Integration, AVID);
- use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of Black students;
- provide more STEM and technology opportunities for students;
- use state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress at data chats and PLCs;
- utilize Marzano scales aligned to learning goals to assess and inform instruction;
- conduct data chats with students for goal-setting and better understanding of scales.

The professional development efforts include the use of the year long Marzano Framework with an emphasis on goal setting and scale development, the use of school-based leadership teams, and “Just in Time” district trainings to guide teachers in differentiating and scaffolding instruction in the most effective methods possible. Teachers meet in Professional Learning Communities (PLC’s) to conduct data chats regularly, to review student responses to tasks, and to plan for instruction based on data.

The parent involvement efforts are a challenge for our school as many parents work during the school day. As a strategy to increase volunteer hours, the school hosts a monthly Volunteer Café where they will complete projects together in a social setting to build community and relationships. Also, evening meetings and parent trainings are held on various days of the week to accommodate prior evening commitments and are scheduled alongside other school functions.

For more information about Starkey’s School Improvement Plan, please go to our website at <http://www.starkey-es.pinellas.k12.fl.us/>.