Starkey Elementary School

2019-20 School 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: 8/1/2010

2018-19 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: A 2015-16: B 2014-15: B 2013-14: B
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.

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 <u>www.floridacims.org.</u>

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 and position title for each member of the school leadership team:

Name	Title
Chaffin, Audrey	Principal
Principal	
Harris, Tameka	Assistant Principal
Assistant Principal	
Terantino, Rachael	Teacher, K-12
Teacher, K-12	
Hall, Kimberly	Instructional Coach
Instructional Coach	
Lance, Melissa	Teacher, K-12
Teacher, K-12	
Ridge, Mary	Teacher, K-12
Teacher, K-12	
McShane, Heather	Teacher, K-12
Teacher, K-12	
Loubet, Jamie	Teacher, K-12
Teacher, K-12	
Morgado, Jacquelyn	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

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	84	85	97	108	101	101	0	0	0	0	0	0	0	576
Attendance below 90 percent	0	10	7	9	6	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	2	19	25	0	0	0	0	0	0	0	46

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	2	4	3	0	0	0	0	0	0	0	9

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
37

Date this data was collected or last updated
Tuesday 7/23/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	
Attendance below 90 percent	17	18	19	16	16	19	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	21	26	29	0	0	0	0	0	0	0	76

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	6	4	8	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	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%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	84 (0)	85 (0)	97 (0)	108 (0)	101 (0)	101 (0)	576 (0)
Attendance below 90 percent	0 ()	10 ()	7 ()	9 ()	6 ()	8 ()	40 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	1 (0)	3 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	19 (0)	25 (0)	46 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	71%	56%	15%	58%	13%
	2018	47%	53%	-6%	57%	-10%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	54%	56%	-2%	58%	-4%
	2018	62%	51%	11%	56%	6%
Same Grade Comparison		-8%				
Cohort Comparison		7%				
05	2019	52%	54%	-2%	56%	-4%
	2018	59%	50%	9%	55%	4%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	64%	62%	2%	62%	2%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	75%	64%	11%	64%	11%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		6%				
Cohort Comparison		11%				
05	2019	63%	60%	3%	60%	3%
	2018	81%	61%	20%	61%	20%
Same Grade Comparison		-18%				
Cohort Comparison		-6%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	54%	11%	53%	12%
	2018	68%	57%	11%	55%	13%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
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	45
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	60
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	68
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	63
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

ELA Proficiency in 4th and 5th grade showed the lowest performance. Contributing factors include changes in staff within the school year, changes in curriculum, lack of understanding of the standards. We also had a loss of instructional time and technology due to construction and classroom movements throughout first semester.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Fifth grade math proficiency had the greatest decline when compared to the prior year. Contributing factors include loss of instructional time and technology due to construction and classroom movements.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

ELA Proficiency in 4th and 5th grade had the greatest gap of -4% when compared to the state average. Contributing factors include changes in staff within the school year, changes in curriculum, lack of understanding of the standards, as well as loss of instructional time and technology due to construction and classroom movements.

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade ELA showed the most improvement. New actions taken were stronger collaboration among a new team with strengthened team planning and classroom routines. Also, a deeper understanding of MAP data led to stronger discussions for differentiated instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Decreasing the percentage of students who are absent 10% or more of school will lead to higher student achievement.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Standards-based curriculum
2. Culturally relevant teaching
3. Differentiated instruction driven by formative assessments
4. Classroom management and routines
5. Family involvement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Grades 3 - 5 students scored 61% proficiency in ELA as evidenced by the 2019 ELA FSA. 53% of grades 4 - 5 students made learning gains and 41% of the L25 students made learning gains on the 2019 ELA FSA.

State the measureable outcome the school plans to achieve	The percent of all grades 3 - 5 students achieving ELA proficiency will increase from 61% to 70% as measured by the 2020 ELA FSA.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	Provide professional development to better understand and implement standards-based curriculum, rigor strategies and classroom routines that impact time management with differentiating instruction.
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 Step	
Description	1. ELA Champions will facilitate professional development sessions and coach colleagues in literacy practices aligned to rigorous and differentiated tasks. 2. Administration will routinely provide feedback to teachers regarding implementation of rigorous and differentiated tasks. 3. Teachers will provide high-quality feedback related to the standards and then monitor the use of that feedback. 4. Administration will conduct data chats with teachers and students. 5. Assess and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction. 6. Train and involve families with literacy activities and events. 7. Provide students with culturally rich literature within classroom and school library.
Person Responsible	Rachael Terantino (terantinor@pcsb.org)

#2	
Title	Math
Rationale	Grades 3 - 5 students scored 72% proficiency in Math as evidenced by the 2019 Math FSA. 70% of grades 4 - 5 students made learning gains and 65% of the L25 students made learning gains on the 2019 Math FSA.

State the measureable outcome the school plans to achieve	The percent of all grades 3 - 5 students achieving Math proficiency will increase from 72% to 80% as measured by the 2020 Math FSA.
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.
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 new adoption program while staying aligned to the state standards in order to ensure more of our students are making yearly learning gains and while also increasing teacher knowledge.

Action Step	
Description	1. Participate in curriculum meetings, PLCs, site-based and district-wide professional development. 2. Implement daily Number Routines at the start of the math block. 3. Administration will conduct data chats with teachers and students. 4. Assess and analyze MAP, unit assessment and Dreambox Learning data to inform instruction in whole group, small group, as well as one-to-one instruction. 5. Train and involve families with mathematical activities and events.
Person Responsible	Jacquelyn Morgado (morgadoj@pcsb.org)

#3	
Title	Science
Rationale	Grades 5 students scored 69% proficiency in Science as evidenced by the 2019 SSA.

State the measureable outcome the school plans to achieve	The percent of all grade 5 students achieving Science proficiency will increase from 69% to 75% as measured by the 2020 SSA.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	Effectively implement and monitor science units that incorporate the 10-70-20 science instructional model, science labs, and vocabulary activities in alignment with grades 1-5 standards.
Rationale for Evidence-based Strategy	Based on Diagnostic Assessment data, Life Science requires the most review. Lack of vocabulary comprehension from grades 3 - 5 standards requires a deeper understanding and opportunities for integration.

Action Step

Description	1. Provide ongoing professional development for the 5E instructional model. 2. Implement and monitor science vocabulary academic gaming based on data. 3. Develop, implement, and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment. 4. Implement and analyze Gr. 4 and 5 unit assessments to identify lowest scoring standards and adjust review plan accordingly. 5. Administration will monitor lesson plans for use of 10-70-20 instructional routine. 6. Train and involve families with science activities and events.
Person Responsible	Rebecca Nash (nashre@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	___% of grades 4 - 5 Black students made learning gains compared to ___% of grades 4 - 5 Non-black students on the 2019 ELA FSA. This shows a ___% achievement gap with learning gains. ___% of grades 4 - 5 L25 Black students made learning gains compared to ____% of grades 4 - 5 Non-black students on the 2019 ELA FSA. This shows a ____% achievement gap with L25 learning gains. The gap is occurring because Black students are not consistently being provided with culturally responsive content and resources.
State the measureable outcome the school plans to achieve	The gap between Black and Non-black students meeting proficiency levels between the ELA FSA 2019 and ELA FSA 2020 will decrease by _____%.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	The teacher will connect students to academic content through practices that are culturally relevant and responsive.
Rationale for Evidence-based Strategy	This strategy will promote equity within classroom culture, lessons, and resources.
Action Step	
Description	1. Provide students with culturally rich literature within classroom and school library. 2. Participate in professional development to support culturally relevant teaching (CRT). 3. Teachers will use guiding questions within the 6 M's framework when planning. 4. Teachers will reduce barriers to the curriculum resources and optimize levels of enrichment. 5. Administrators will give specific, actionable feedback to teachers on structures and strategies being used, such as class meetings, restorative practices, circles, and cooperative learning. 6. Staff will participate in a book study promoting Equity.
Person Responsible	Tameka Harris (harristam@pcsb.org)

#5	
Title	Family Involvement
Rationale	Increase parent participation and understanding with student data, goals, and curriculum.
State the measureable outcome the school plans to achieve	Teachers will conduct parent conferences for 100% of their students by the end of first semester as opposed to 85% during the 2018 - 2019 school year.
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.
Rationale for Evidence-based Strategy	This strategy was selected so we can achieve learning gains for all students through a school-home connection.
Action Step	
Description	1. Create and utilize a checklist of critical discussion items to include during parent conferences. 2. Participate in fishbowl and peer coaching professional development for effective parent conferences. 3. Provide academic workshops for parents to support their student at home with content strategies. 4. Conduct data chats with parents and students (MAP, FSA, grade level standards) to assist them with better understanding implications of the data. 5. Host a Student Showcase of Learning Night for students to share and celebrate their progress with their families. 6. Train and involve families with a variety of content rich activities and events, such as Literacy Night, Math Night, Science Showcase.
Person Responsible	Melissa Lance (lancem@pcsb.org)

#6	
Title	Healthy Schools
Rationale	Our current level of performance is Silver based on the Healthy School application.

State the measureable outcome the school plans to achieve	We expect our performance level to maintain Silver status as evident by 2019 - 2020 Healthy School application.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	Optimize physical activity time at recess and incorporate movement within content lessons.
Rationale for Evidence-based Strategy	This strategy will create opportunities for increased health and fitness.
Action Step	
Description	1. Enhance recess area with more equipment and shade. 2. Incorporate the 6 M's Instructional Model in lesson plans. 3. Monitor compliance with the Pinellas County Nutritional Guidelines.
Person Responsible	Ann Purpura (purpuraa@pcsb.org)

#7	
Title	Attendance
Rationale	15% of our students were absent 10% or more of the 2018 - 2019 school year with 94% being our current average daily attendance rate.
State the measureable outcome the school plans to achieve	We expect our attendance rate to decrease from 15% absent to 10% or more to 10% at the end of the 2019 - 2020 school year. We would like to increase our average attendance rate 94% to 96%.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@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.
Rationale for Evidence-based Strategy	Decreasing the percentage of students who are absent 10% or more from school will lead to higher student achievement.
Action Step	
Description	1. Attendance training session will be provided at a staff meeting during the first month of school. 2. Implement and monitor attendance incentive programs. 3. Ensure attendance is accurately taken and recorded on a daily basis that also reflects the appropriate entry codes. 4. Share data and effectiveness of school-wide attendance strategies regularly with staff and families. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers on a bi-weekly basis in a prompt manner.
Person Responsible	Audrey Chaffin (chaffina@pcsb.org)

#8	
Title	School Climate/Conditions for Learning
Rationale	Our end of the year 2019 discipline data showed 54 referrals, 9 in-school and 2 out-of school suspensions.

State the measureable outcome the school plans to achieve	We expect to end the 2020 school year with 45 or less referrals.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	Incorporate more restorative practices between staff, students, and parents.
Rationale for Evidence-based Strategy	Support a better understanding of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Action Step	
Description	1. Review student and teacher data monthly for trends and next steps. 2. Enlist Tier 2/3 interventions within MTSS process promptly with appropriate coaching for fidelity and data collection. 3. Monitor and regularly communicate expectations and updates with our PBIS to staff and families. 4. Provide professional development for classroom management and routines. 5. Provide professional development for Equity, CRT, Restorative Practices.
Person Responsible	Tameka Harris (harristam@pcsb.org)

#9	
Title	AVID
Rationale	Implementation of instructional strategies from AVID CRT will be used to increase engagement of diverse learners.

State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 61% to 70%, as measured by 2020 ELA FSA.
Person responsible for monitoring outcome	Audrey Chaffin (chaffina@pcsb.org)
Evidence-based Strategy	Increase the staff capacity to support students with Culturally Relevant Teaching (CRT).
Rationale for Evidence-based Strategy	Participating in professional development for AVID CRT will give teachers more insight, and tools to use, with diverse learners.
Action Step	
Description	1. Conduct a "Wake Up with AVID" school-based training session each grading period to support WICOR. 2. Visit to observe and collaborate with demonstration AVID schools for best practices in action. 3. Monitor K-5 Progression Plan that outlines WICOR strategies expected to be implemented in each grade. 4. Each class will create a SMART goal to support ELA achievement that will be referenced at administrator/teacher and teacher/student data chats. 5. A week-long Cultural Showcase will be held second semester to bring awareness and celebrations of diversity among our families and staff culminating in a Cultural Parade. 6. 40% of instructional staff will participate in AVID CRT district trainings.
Person Responsible	Jamie Loubet (loubetj@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	**Areas of Focus: ELA**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	510-Supplies	4331 - Starkey Elementary School	School Improvement Funds		$800.00

			Notes: Classroom books will be purchased to increase cultural diversity. Supplies will also be needed for Literacy Night with families.			
2	**III.A**	**Areas of Focus: Math**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		$200.00
			Notes: Math supplies will be purchased to support hands-on experiences and Math Night with families.			
3	**III.A**	**Areas of Focus: Science**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		$200.00
			Notes: Materials will be used to support hands-on learning experiences and science projects throughout the year.			
4	**III.A**	**Areas of Focus: Bridging the Gap**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		$500.00
			Notes: Funds will be used to purchase books for a staff book study focused on Equity.			
5	**III.A**	**Areas of Focus: Family Involvement**				**$135.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	500-Materials and Supplies	4331 - Starkey Elementary School	School Improvement Funds		$135.00
			Notes: Supplies will be needed for Student Led Conference Night as well as materials to better support parents' understanding of data during parent conferences.			
6	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
7	**III.A**	**Areas of Focus: Attendance**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	510-Supplies	4331 - Starkey Elementary School	School Improvement Funds		$200.00
			Notes: Funds will be used for awards and incentives.			
8	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$600.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200		4331 - Starkey Elementary School	School Improvement Funds		$600.00
			Notes: Funds will be used to support our PBIS rewards and Starkey Store.			
9	**III.A**	**Areas of Focus: AVID**				**$740.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	330-Travel	4331 - Starkey Elementary School	School Improvement Funds		$400.00
			Notes: Expenses for travel will be incurred when visiting to learn from AVID demonstration sites.			
	7200	140-Substitute Teachers	4331 - Starkey Elementary School	School Improvement Funds		$140.00
			Notes: 2 substitute teachers will be needed when visiting AVID demonstration sites.			
	7200	510-Supplies	4331 - Starkey Elementary School	School Improvement Funds		$200.00
			Notes: Display boards and miscellaneous supplies will be needed for the Cultural Showcase.			
					Total:	**$6,750.00**