



# **School Improvement Plan 2017-18**

## **Starkey Elementary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Audrey Chaffin	<b>SAC Chair:</b> Kelly Wissing
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Starkey Elementary will provide children opportunities to love learning and reach their dreams.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
669	6.5	5.4	13.1	4.8	70.1	0.2

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> B	<b>2015:</b> B	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	63	52	77	69	66	64						
Learning Gains All	57	54	69	66								
Learning Gains L25%	56	53	52	56								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Audrey	Chaffin	FT	4-10 years
Asst Principal	Tameka	Harris	FT	1-3 years
Counselor	Rachel	Merz	FT	Less than 1 year
Teacher Leader	Amy	Quinn	FT	11-20 years
Teacher Leader	Sarah	Borchardt	FT	4-10 years
Teacher Leader	Tamara	Sasso	FT	11-20 years
Teacher Leader	Amy	Muehleck	FT	4-10 years
Teacher Leader	Cathy	Kleinsorge	FT	11-20 years
Teacher Leader	Rachael	Terantino	FT	4-10 years
Teacher Leader	Heather	Leisch	FT	4-10 years
Other	Kathy	Hill	FT	4-10 years
<b>Total Instructional Staff:</b>	8		<b>Total Support Staff:</b>	1



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our school wide expectations are presented in a matrix which forms the acronym “STAR”. This helps teachers align their classroom rules with the School Wide Behavior Plan (SWBP) and expectations. The SWBP and STAR Matrix are reviewed and revised annually by staff, parents, and SAC. The STAR matrix, which is posted throughout all common areas in the school, is carefully aligned to the SWBP. Procedures and guidelines are in place for the referral process via a flowchart, as well as minor/major behavioral definitions and responses to misbehaviors. Training is embedded with restorative practices for teachers to determine the difference between classrooms versus office managed incidents and referrals. Training of the Olweus Bullying Prevention Program will help bring awareness and teach prevention strategies to ensure a safe learning environment.

S - Safety  
 T - Teamwork  
 A - Attitude  
 R – Responsibility

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

The school-wide expectations are presented in a matrix that helps teachers align their classroom rules with the school-wide plan. During the first week of school, a "Bear Necessities" school-wide assembly is held to review the school-wide behavior plan, as well as school expectations and procedures. Training for teachers will be provided at the beginning of the school year on the new “Paws-itive” Behavior Point System. The STAR Matrix and common area expectations are specific for hallway, cafeteria, and field rules. The matrix includes expectations for safety, teamwork, attitude, and responsibility. Additionally, the school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, classroom walkthroughs, staff and student interviews, and MTSS learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

Although the staff has been STOIC and CHAMPs trained, there is a need to focus on the implementation of CHAMPs with fidelity school-wide. (CHAMPs is a proactive and positive approach to classroom management. CHAMPs translates the research on effective classroom and behavior management into easy-to-implement, practical strategies for classroom teachers.) All teachers will use a positive behavior system aligned with the STAR Matrix and with the guiding principles of CHAMPs. Each behavior plan will clearly outline the expected behaviors, consequences, and positive reinforcements to be used in the classroom. Proactive intervention strategies will also be used to de-escalate behaviors before becoming extreme. Students should be given time to correct their own behavior through restorative practices.

School-wide and sub-group data are regularly shared with staff and SAC regarding attendance and behaviors. Goals are reviewed with adjustments being made based on data.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

**SBLT:**

The SBLT meets bi-weekly to engage in the following activities: review methods of screening which guide instructional and behavioral decisions; review grade level and school progress monitoring data to identify patterns and trends that are preventing benchmarks from being met; collaborate regularly to problem solve, share effective practices, evaluate implementation and make decisions. The team communicates with teachers routinely to monitor the progress of students at Tiers 1, 2, and 3.

The SBLT team is responsible for managing and coordinating MTSS efforts between all school teams as well as reviewing and revising the School Improvement Plan. Effectiveness of our efforts is determined through achieved goals and analysis of a variety of data sources throughout the year (i.e. Benchmarks of Quality, Positive Behavior Implementation Checklist, SIP academic goals, etc.).

- Meeting time: Second and fourth Tuesday of the month, 2:45-3:30 p.m.

Professional development to support the implementation of MTSS for both behavior and academics occurs as needed throughout the year in grade level PLC's and school-wide PLC's. The Learning Specialist shares information from trainings to help build capacity. The guidance counselor, psychologist, and social worker also provide support in MTSS. Handouts regarding processes and expectations are shared for instructional staff members to reference.

**BEHAVIOR MTSS:**

The Early Warning Signs SIP Team tracks behavior and attendance data using School Profiles and FOCUS. The Child Study Team closely monitors attendance data at bi-weekly meetings with communication provided to the applicable teachers shortly afterward.

**Tier 1**

Teachers implement a school-wide positive behavior system which includes Starkey expectations-STAR Matrix, "Paws-itive" Behavior Point System, Bear Paws Economy System and the Olweus Bullying Prevention Program.

**Tier 2**

When teachers identify a student who is in need of additional support other than Tier 1, they complete a Tier 2 MTSS behavior form. The MTSS behavior form is reviewed by the Student Services Team (Guidance Counselor, School Psychologist and Social Worker) to determine next steps. A Tier 1 observation is completed to analyze the student's behavior and classroom environment. If resources are needed to support Tier 1 within the classroom, the team assists the teacher in seeking out those supports. If it is determined a student needs Tier 2 interventions, a variety of resources are used when selecting the appropriate intervention (i.e. Tough Kid Toolbox, PBIS World, You Can Handle Them All Quick-Action Card Deck). Regular monitoring of the interventions and data help determine a need to continue with more interventions.

**Tier 3**

If Tier 2 is not successful with supporting the student's behavior, the School Psychologist or Social Worker collects data to implement a PBIP or FBA for the student.

<p><b>ACADEMIC MTSS:</b></p> <p>Grade Level RTI meetings are held every 8 weeks to review Tier 2 and 3 data and make decisions for next step interventions. Impromptu observations are conducted during intervention times, Tier 2 data is entered by the Assistant Principal/Guidance Counselor. Tier 3 Data is entered into AIMS Web weekly by the Student Services Team. Additional data (district assessments, running records, ST Math, iStation) is monitored by administration and SBLT.</p> <p><b>Tier 1</b>  <i>Data Sources:</i> District Assessments, running records, Go Math, MFAS, ST Math, iStation, MAP, Success Criteria, pre/post Science Lab assessments  <i>Management Systems:</i> EDS, School Profiles, Performance Matters, Data Warehouse</p> <p><b>Tier 2</b>  <i>Data Sources:</i> District Assessments, running records, LLI, Go Math, MFAS, ST Math, iStation, MAP  <i>Management Systems:</i> EDS, School Profiles, iStation, Performance Matters, Data Warehouse, LLI benchmarks</p> <p><b>Tier 3</b>  <i>Data Sources:</i> AIMS WEB probes, District Assessments, iStation  <i>Management Systems:</i> AIMS WEB Information Management System, EDS, Performance Matters, Data Warehouse</p>	
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**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

	<p>A comprehensive counseling plan is created and implemented based on the results of the needs assessment survey given to the students, parents, and staff. Leadership meetings are held bi-weekly to address school-wide needs. The student services team collaborates with school-wide staff to provide social and emotional supports to our students, emphasizing the restorative practice approach. Restorative practices and circles are proactive strategies for all (core) behaviors which will also allow for academic success. Starkey is a National Healthy Schools Award recipient at the Bronze Level. To meet the physical needs of our students, our master schedule embeds health education for all grade levels.</p>
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5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

	<p>Monthly meetings are conducted by grade level to assess and address MTSS interventions for all students. Additionally, the school counselor meets with each grade level to identify any students of concern or showing promise who need to move on the RTI continuum. Also, SBLT meets bi-weekly to address and monitor school-wide learning gains, discuss school-wide concerns, and plan for preventative and intervention steps that can be taken to ensure that all students’ needs are met.</p> <p>The Early Warning Signs SIP Team tracks behavior and attendance data using School Profiles and FOCUS. The Child Study Team closely monitors attendance data at bi-weekly meetings. The Wellness Committee will continue to collect data and to work towards Silver Level recognition with the Alliance for a Healthier Generation.</p> <p>Our desired outcome is to decrease the number of students absent from school 10% or more, by 5%. Bi-monthly child study teams look for trends and reasons why students who missed 10% or more are not</p>
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attending school. We complete a PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school. We developed an attendance incentive program that highlights the class with the best attendance rate each month within each grade level.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Starkey Elementary School ensures all staff members have high expectations for the success of all students by providing rigorous and equitable learning opportunities through core instructional programs and materials, as well as enrichment activities and clubs with extended learning opportunities. Instructional programs are aligned to Florida Standards and teachers implement the District's modules for Math, Science and ELA. Administrators conduct walk-throughs and review lesson plans to ensure the Florida Standards are embedded in all core instructional programs that follow the district's pacing guide. Starkey Elementary has a site-based mentoring program. New teachers are paired with mentors based on who is Mentor or Clinical Education trained. Pairings were also determined to optimize accessibility of schedules and levels of support. Pairs are encouraged to meet weekly (at a minimum) and more often as needed. Additionally, monthly meetings with the principal are scheduled for all "New to Starkey Staff" members. These meetings build support, comfort, and improve communication with culture, curriculum, and procedures. Additionally, all instructional staff complete a Deliberate Practice Plan to set goals, identify focused practice and professional development, and how their progress will be monitored. All teachers work with Just-In-Time Instructional Coaches to obtain on-the-job professional development in research-based strategies and to support district curriculum and initiatives. Instructional staff will also engage in ongoing professional development through bi-weekly school-based curriculum meetings focused around AVID and the Instructional Elements of the Marzano Framework.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Our desired outcome is to have 100% of families participate in at least 4 school-wide events by the end of the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will do this by: <ul style="list-style-type: none"> <li>• increase staff and family engagement opportunities</li> <li>• hosting student-led conferences on 2/22/2018</li> <li>• provide professional development on 10/16/2017 "6 M's of Culturally Responsive Instruction"</li> </ul>	Angela Moslek
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Our desired outcome is to reduce our discipline gap risk ratio between black and non-black students from 1.31 to 1.0 by the end of the 2017 – 2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> <li>• restructure our school-wide positive behavior system (PBS)</li> <li>• provide restorative practices and PBS training</li> <li>• consistent use of planners and parent conferences</li> <li>• monitor continued implementation of "Bear Buddy" and mentoring programs</li> </ul>	Angela King

<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Starkey ensures its core instructional programs and materials are aligned to Florida standards by following the District modules provided to all teachers for ELA, Writing, Math and Science. During collaborative planning time, teachers will utilize student work protocols, while referring to goals and scales based on Marzano's Instructional Framework. Lesson plans are evidence that the Florida Standards are the foundation of instruction and are available in all classrooms. Observations and walkthroughs also support the alignment of instruction and rigor to Florida State Standards.

Our successes include:  
Starkey increased our state assessment scores to earn an A rating for the 2016 – 2017 school year.

According to FSA ELA assessments, students in grades 3-5 increased from 52% to 63% Level 3 and above. This is an 11% increase, which exceeds our 2016-2017 goal of 5% increase.

57% of our grade 4 and 5 students made Learning Gains on the 2016 – 2017 FSA ELA assessment. An increase of 3% from the 2015 – 2016.

According to FSA Math assessments, students in grades 3-5 increased from 69% to 77% Level 3 and above. This is an 8% increase, which was close to our 2016 – 2017 goal of 10% increase.

69% of our grade 4 and 5 students made Learning Gains on the 2016 – 2017 FSA Math assessment. An increase of 3% from the 2015 – 2016.

100% of Black students scored Level 3 or above on the 2016 – 2017 Grade 4 FSA Math and ELA assessment.

Grade 3 Hispanic students scored 9% higher than all subgroups on the 2016 – 2017 Grade 3 FSA ELA assessment.

Grade 5 Hispanic students scored 9% higher than all subgroups on the 2016 – 2017 Grade 5 FSA Math assessment.

Starkey grade 3 – 5 students scoring at Level 3 or above scored 9% higher than the District on the FSA ELA assessments 2016 – 2017 and 6% higher than the District in Learning Gains.

Starkey grade 3 – 5 students scoring at Level 3 or above scored 21% higher than the District on the FSA Math assessments 2016 – 2017 and 16% higher than the District in Learning Gains.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for instructional improvement include the implementation of AVID strategies across grade levels K-5, analyzing students work for alignment to state standards and autonomous rigor, and enhance students authentically tracking their own progress. The data we used in reaching these conclusions included walkthroughs, observations, and district assessments. Students in grades 3-5 scoring Level 3 and above increased from 52% on the 2016 FSA ELA assessment to 63% on the 2017 FSA ELA assessment. This is an 11% increase, which exceeds our 2016-2017 goal of a 5% increase. According to FSA Math assessments, students in grades 3-5 increased from 69% on the 2016 FSA Math assessment to 77% on the 2017 FSA Math assessment for those scoring Level 3 and above. This is an 8% increase, which was close to our 2016 – 2017 goal of a 10% increase. According to SSA, students in grade 5 decreased from 66% on the 2016 SSA to 64% on the 2017 SSA of those scoring Level 3 and above. This is a 2% decrease.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth in meeting state standards through the collection and analysis of formative assessments, district assessments, iStation, ST Math, and monthly OPM. Teachers meet weekly to review and analyze their students' data, measure learning, inform instruction, set goals, and utilize the Student Work Protocol. Students are tracking their own progress with periodic data chats being held. Data folders are updated and shared during parent conferences. To help monitor the progress formative assessments and learning boards are reviewed in classrooms.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Starkey's well-developed MTSS process for tracking student progress and intervening when needed supports all students in reaching grade level proficiency. Special invitations are provided for students in need of enrichment or remediation to be successful at the next level. Tracking of their progress within those programs is routinely monitored with the coordinator and administrator, i.e. ELP, clubs, Promise Time tutoring.

Articulation meetings are held between surrounding preschool centers and our kindergarten team of teachers. We conduct a Pre-K to Kindergarten transition meeting called the Kindergarten Round-up for parents and students to communicate kindergarten expectations and how to help ease the transition at home as well. Parents are provided with information specific to the needs of incoming students and their families including lunch procedures, supplies, dress code, and how they can help to prepare for the upcoming year during the summer. Parents and students are also invited to "Meet the Teacher" day where families can tour the classroom and meet the teachers. This afternoon event helps to ease any first day anxiety on the part of the students and/or parents. Tours are also available upon requests.

Osceola Middle School meets with our students and teachers to provide articulation for 5th grade students transitioning to 6th grade. Starkey hosts a week long mock middle school experience - "Starkey Middle".

These strategies are monitored with surveys being provided at the parent event. Also, an administrator is in attendance to provide guidance and assist with the planning for next steps.



**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Students will track their own progress to determine goals met.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during observations, walkthroughs, lesson plan review, and review of PLC notes.	Audrey Chaffin, Tameka Harris
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Continue to embed AVID W.I.C.O.R strategies across grade levels K-5.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during observations, walkthroughs, lesson plan review, and review of PLC notes.	Jamie Loubet
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



**Collaboration for Professional Growth**

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Professional and team development occurs throughout the year through grade level PLC's, school-wide PLC's, staff meetings, and team-building activities. Relationships will be built and strengthened through various high interest extracurricular activities among the staff by our "Team Sunshine". In addition, staff recognition programs include announcing positive correspondence received from staff, family, and community members that recognize staff members’ exceptional efforts. Awards and other positive news supporting our SIP goals are shared on morning announcements. These efforts are based on feedback with the lowest ratings from the 2016-17 AdvancED survey:

- Question 8 of the staff survey had 85% agree that our school’s leaders support an innovative and collaborative culture.
- Question 14 of the parent survey had 86% agree that all of my child’s teachers work as a team to help my child learn.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The master schedule provides daily common planning time for all teams. A dedicated weekly PLC is schedule during the instructional day to further promote a positive and cohesive working relationship. Teachers collaboratively plan instruction, analyze student work, review data, and share professional development to support the alignment of teaching and learning to the Florida Standards during that time. School-wide collaboration and data reviews are also scheduled weekly after school. An administrator works alongside teachers at all PLCs and data reviews.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

This past year included professional development for ELA in Jan Richardson Guided Reading, iStation, Goals and Scales, Effective Planning for Writing Instruction, Unify Data Analysis, Modeling of the Architecture of a Mini-Lesson. As a result of these trainings, student achievement has increased on the ELA FSA by 11%, which exceeds our 2016-2017 goal of 5% increase.

This past year included professional development for Mathematics in Number Talks, Effective Planning, Goals and Scales, and best practices for journal feedback. FSA Math assessments showed students in grades 3-5 increased from 69% to 77%. This is an 8% increase, which was close to our 2016 – 2017 goal of 10% increase.

We will continue the momentum with integration of AVID W.I.C.O.R strategies in all content areas. We will also use Student Work Protocols in writing for standards alignment and embed High Yields Math Routine.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culturally Responsive	Pre-school, October 16 <sup>th</sup> Pro-Ed day and monthly SIP meetings	Instructional staff	Increased awareness of diverse students and improve communication and relationships
AVID	Summer AVID Institute, monthly AVID PD at curriculum meetings	Instructional staff	Increased Student Engagement and Collaboration
Marzano Key Instructional Elements	Pre-school, monthly Marzano PD at curriculum meetings	Instructional staff	Increased student engagement and rigor of instruction
MTSS Overview – Tier 1 and Tier 2 Academic and Behavior Supports	August and January PD, on-going	Instructional Staff	Better understanding of processes and high-yield interventions

	MTSS support		
Effective Planning – Just in Time Coaches	Ongoing	Instructional Staff, new teachers	Increased rigor and student achievement
High Yields Number Routine	Pre-school DWT	K-5 Instructional Staff	Increased rigor and student achievement



## Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Starkey Elementary School is committed to cultural competence as evidenced by our dedication to establishing and meeting the diverse needs of our students, staff, and community through our identification of unique learning styles that have the most impact on all student learning. Our inclusion of classroom lessons and activities addresses diverse cultures and holidays. Question 12 of the 2016-17 AdvancED student climate survey indicated 79% agreed teachers tell their parents how they are doing in school. Comments on the AdvancED climate survey also demonstrated a need to focus on anti-bullying and conflict resolution.

As a result, we will begin training in the Olweus Bullying Prevention Program. Also, expectations for parent conferences and student led conferences will be clearly shared and monitored.

Community partnerships are formed through the school’s volunteer liaison, PTA, SAC, faculty and staff members. For example, the Seminole Women’s Club partners with the school to provide food and presents for needy families. Also, community mentors come to have lunch with students who benefit from one-on-one encouragement. Students also participate in philanthropic efforts for the benefit of Sallie House, Salvation Army, and Pennies for Pasta. All efforts work together to strengthen the positive relationships between family, school, and community while providing the best education for our students.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

A "Meet the Teacher" is conducted at the beginning of the year to provide parents and students an opportunity to meet with teachers and staff. In addition, a Title I Annual Meeting is held during the second week of school so parents and teachers can discuss classroom expectations, policies, and procedures. During this event, Starkey faculty and staff also spend time getting to know more about the families and how we can best serve their students. Teachers share the Title 1 Compact with parents at this meeting, but also reference throughout the year at conferences. Parent-teacher conferences include

review of student achievement data, school-based academic supports, and strategies to utilize at home. "Paws-itive" notes are sent home with students and calls are made to the families to let them know of areas of success that their children have. Parents and teachers also communicate through daily notes in the planner which also facilitates regular communication about children's progress. Parents also meet with the School Counselor to review students' progress and areas of concern.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

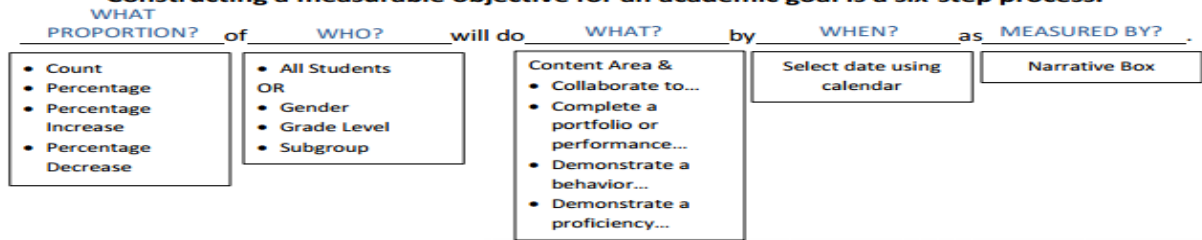
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: 100% of parents will engage with their child’s school through at least one school-hosted academic event.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Conduct Classroom Family Engagement Rubric survey and analyze results to determine areas of need for family engagement. Families will have the opportunity to connect with the school and learn strategies they can use to support their children’s learning in various content areas at home through the following: Title 1 Annual Meeting, student programs, FSA parent opportunities, logging in to Focus, parent-teacher conference, volunteering, annual picnic, School Spirit Nights, and other programs the school hosts. These events will foster and encourage our efforts to have common beliefs and values. Parents will feel more confident with helping their students at home and a stronger trusting relationship with the school will be established.	Angela Moslek
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Starkey will continue to build partnerships in the community and improve communication and support by taking part in community events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Starkey staff, students, and family will continue to give back to the community through the efforts of the canned food drive, holiday collections for the Sallie House, Pennies for Pasta, and the Pow Wow Parade, Just One	Angela Moslek

Book Drive. Starkey will work to foster relationships with local community organizations to support our school. We will reach out to the Seminole Beacon to recognize the efforts of our students in the community. Community partners will also engage with supporting student achievement through mentoring, participating in the Great American Teach In, meeting student needs with supplies and meals and being motivational speakers to support character education.

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Rachael Terantino
68% of grades 3 -5 students will score Level 3 or above on the Reading FSA 2018.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>

<p><b>Collaboratively plan rigorous instructional activities aligned with Marzano's Taxonomy, learning goals, and performance scales based on identified key standards.</b></p> <ul style="list-style-type: none"> <li>-Actively participate in PLC and utilize Just in Time Coaches</li> <li>-Implement feedback from walkthroughs/observations</li> <li>-Reference Module and eLearn resources</li> <li>-Apply Student Work Protocol to determine level of rigor and standard alignment in Writing</li> <li>-Attend ELA District Module Trainings</li> <li>-Ensure daily opportunities for students to write over extended time frames (time for research/planning, reflection and revision)</li> </ul> <p><b>Teachers regularly assess (formal/informal), utilizing data to differentiate instruction and assist students with setting goals as well as tracking progress. Feedback will be provided for the students on progress towards the standards on a regular basis.</b></p> <ul style="list-style-type: none"> <li>-Actively participate in PLC and utilize Just in Time Coaches</li> <li>-Apply feedback from walkthroughs/observations</li> <li>-Reference Module and eLearn resources</li> <li>-Implement Jan Richardson Guided Reading planning</li> <li>-Guide students to strengthen their writing as needed by revising and editing with a strong emphasis on convention</li> <li>-Monitor and communicate iStation usage weekly</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-Just in Time Coach Log</li> <li>-Student interviews</li> <li>-Scales</li> <li>-Progress Monitoring Data</li> <li>-Deliberate Practice Plan</li> <li>-Observations with feedback</li> </ul> <ul style="list-style-type: none"> <li>-Progress Monitoring Data (Running Records, iStation, conferring notes, MAP assessments, report cards)</li> <li>-Jan Richardson Guided Reading lesson plans</li> <li>-Student interviews</li> <li>-Student journals with teacher feedback</li> <li>-Student tracking sheets/data folders</li> <li>-Learning boards</li> </ul>
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<b>Mathematics Goal</b>	<b>Goal Manager:</b> Sarah Borchardt
82% of grades 3 -5 students will score Level 3 or above on the Math FSA 2018.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Teachers regularly assess (formal/informal), utilizing data to differentiate instruction and assist students with setting goals as well as tracking progress.</b></p> <ul style="list-style-type: none"> <li>-Build knowledge of district resources</li> <li>-Participate in "High Yields Math Routine" workshop</li> <li>-Attend Collaborative Planning Hubs Grades 1 – 5 provided by the District</li> <li>-Apply feedback from walkthroughs/observations</li> <li>-Use ST Math with fidelity providing teacher supervision and interaction</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-Just in Time Coach Log</li> <li>-Progress Monitoring Data</li> <li>-Student tracking sheet with evidence</li> <li>-Observations with feedback</li> <li>-Student interviews</li> <li>-MAP assessments</li> <li>-ST Math reports</li> </ul>
<p><b>Teachers will increase student engagement by increasing the level of rigor with discussion and activities.</b></p>	<ul style="list-style-type: none"> <li>-Lesson plans</li> <li>-Collaborative Planning Notes</li> <li>-Progress Monitoring Data</li> <li>-Observations with feedback</li> </ul>

-Focus on effective planning, goals/scales, and building knowledge of district resources using eLearn -Participate in “Number Talks” with lead teachers at Starkey -Apply feedback from walkthroughs/observations	-Student interviews -MAP assessments -ST Math reports
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<b>Science Goal</b>	<b>Goal Manager:</b> Rebecca Nash
71% of grade 5 students will score Level 3 or above on the SSA 2018.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Establish routine practice of the 10-70-20 instructional model while strongly emphasizing vocabulary in all Science instruction.</b></p> <ul style="list-style-type: none"> <li>-Utilize Just in Time Coach for side-by-side coaching</li> <li>-Use the 5E lessons/Student Learning Activity Guides (SLAGS) and provide on-going formative assessments</li> <li>-Confirm the learning through use of Success Criteria and teacher/student conferencing</li> <li>-Embed Nature of Science activities/investigations throughout workshops/labs</li> <li>-Grades 2-5 regularly attend and authentically use Science Lab</li> <li>-Attend Just in Time/Science Lab trainings</li> <li>-Teachers co-teach 2-3 consecutive lessons to observe and learn best practices in action from each other.</li> </ul>	<ul style="list-style-type: none"> <li>-Student journals with teacher feedback</li> <li>-Student interviews/walkthroughs</li> <li>-Lesson plans</li> <li>-Science Lab pre/post cycle assessments</li> <li>-Just in Time Coach Log</li> <li>-Science Board(s)</li> <li>-Observations with feedback</li> <li>-Displays at school Science Showcase</li> <li>-Lab SLAGS</li> <li>-Co-teaching schedule with reflections in PLC notes</li> </ul>

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> AVID	<b>Goal Manager:</b> Jamie Loubet
100% of teachers will use four or more AVID strategies throughout the year.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Increase teachers’ knowledge and use of AVID strategies school-wide.</b></p> <ul style="list-style-type: none"> <li>-Model AVID strategy implementation during faculty meetings</li> <li>-Promote a school-wide college of the month/AVID strategy of the month</li> <li>-Develop a school-wide grade level specific AVID Articulation Plan with timeline</li> </ul>	<ul style="list-style-type: none"> <li>-Meeting Minutes/Agenda</li> <li>-Student interviews</li> <li>-Lesson plans</li> <li>-Articulation Plan</li> </ul>

- Integrate AVID strategies via W.I.C.O.R. within planning and lessons in order to strengthen study skills, problem solving skills, and creativity in all content areas.	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Rachel Martin
Provide 3 STEM academies after school for students in grades 2-5.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase student interest in STEM related jobs and fields.	-Invite guest speakers in STEM related jobs to speak to students. -Students will research STEM related careers and share with peers.
Diversify the racial balance in the program.	-Invitations will be sent home to minority groups with personal contact made to families.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Wellness	<b>Goal Manager:</b> Ann Purpura
Healthy School Goal - Earn Silver Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.	By 4/1/2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document achievement of one module that is now eligible for national recognition.

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Rachel Merz
During the 2017-2018 school year, 60% of Starkey's black students will score in the proficient levels on the ELA FSA as compared to 55% scoring proficient in 2016-2017 on the ELA FSA.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Black students will be first to be paired with a Bear Buddy/mentor to help reduce discipline and learning gaps.	-Monthly progress monitoring -Bear Buddy/mentor logs -Attendance Logs
Black students will be prioritized for participation in remediation, enrichment, and family involvement programs.	-Observations with feedback -Workshop survey results -Call Log -Sign-in Sheet from PD on 10/16
Teachers of black students will make at least one positive phone call home a month to foster relationships and strengthen academic support.	



<p>Invite parents of black students to participate with the staff in the “6 M’s Culturally Responsive Instruction” workshop on 10/16.</p>	
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<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Tameka Harris
<p>During the 2017-2018 school year, 80% of Starkey’s ELL students will score in the proficient levels on the ELA FSA as compared to 75% scoring proficient in 2016-2017 on the ELA FSA.</p>	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<p>Share best practices in ELL inclusion throughout the year for teachers to implement.</p> <p>Schedule district ELL trainer at schoolwide PLC’s for all teachers. PLC’s will focus on reviewing ACCESS data and creating rigorous lessons for students.</p>	<ul style="list-style-type: none"> <li>- Monthly progress monitoring</li> <li>-Curriculum meeting agenda items</li> <li>-Lesson plans</li> <li>-Observations with feedback</li> </ul>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Tameka Harris
<p>During the 2017-2018 school year, 38% of Starkey’s ESE students will score in the proficient levels on the ELA FSA as compared to 33% scoring proficient in 2016-2017 on the ELA FSA.</p>	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
<p>Share best practices in ESE inclusion throughout the year for teachers to implement high impact strategies during specialized instruction.</p> <p>ESE teachers will observe high impact ESE teachers at other school sites.</p>	<ul style="list-style-type: none"> <li>-Monthly progress monitoring</li> <li>-Curriculum meeting agenda items</li> <li>-Lesson plans</li> <li>-Observations with feedback</li> </ul>

<b>Subgroup Goal (If Needed)</b> <b>Enter Goal Name</b>	<b>Goal Manager:</b>
<p>Place goal statement here (additional goal only if needed).</p>	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	7	18			25	12.5
Students with excessive absences / below 90 %	10	16	2	15	6			49	10
Students with excessive behavior / discipline**	0	2	2	0	0			4	1
Students with excessive course failures**	0	29	16	3	8			56	11
Students exhibiting two or more Early Warning indicators	0	1	1	0	1			3	1

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

Attendance Goal	
Please ensure that your goal is written as a SMART goal.	
Our desired outcome is for a reduction in the total number of students, PreK-5, who have attendance below 90% from 9% during the 2016-2017 school year to 7% for the 2017-2018 school year.	
Place goal statement here.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
*Monthly grade level attendance recognition awards will be announced on STAR News. At the end of every month, the class per grade level with the best attendance will receive recognition on STAR News. *Bi-monthly child study team meeting problem solving to determine the most common reasons/barriers our students miss school. *Develop and implement interventions that target identified reasons/barriers to school attendance.	-Data reports showing percent of student absent 10% or more from school.  -Child Study Team minutes with interventions listed.

<p>*Ensure that our students who are chronically absent meet regularly with a mentor. *Ensure families are aware of the importance of attendance and engage them in attendance related activities.</p>	
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**EWS - Discipline**

<p><b>Discipline Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span></p>	
<p>Our desired outcome is for a reduction in total number of referrals from 36 during the 2016-2017 school year to a total of 30 for the 2017-2018 school year.</p>	
<p><b>Actions / Activities in Support of Discipline Goal</b></p> <ul style="list-style-type: none"> <li>*Procedures and guidelines are in place for the referral process.</li> <li>*Training is embedded for teachers to determine the difference between classroom versus office managed incidents and referrals.</li> <li>*Training is provided for teachers in restorative practices and the “Paws-itive” Behavior Point System.</li> <li>*Focus on the implementation of CHAMPs with fidelity school-wide and the “Paws-itive” Behavior Point System.</li> <li>*All teachers will use a positive behavior system aligned with the STAR Matrix and with the guiding principles of CHAMPs.</li> </ul> <p>Each behavior plan will clearly outline the expected behaviors, consequences, and positive reinforcements to be used in the classroom. Proactive intervention strategies will also be used to de-escalate behaviors before becoming extreme. Students should be given time to correct their own behavior through restorative practices.</p>	<p><b>Evidence to Measure Success</b></p> <p>- A reduction in discipline referrals across all grades with a focus in our referral rates among black students.</p>

<p><b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span></p>	
<p>Specify</p>	
<p><b>Actions / Activities in Support of Goal</b></p>	<p><b>Evidence to Measure Success</b></p>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	

Actions / Activities in Support of Goal	Evidence to Measure Success

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	49	% with advanced degrees	14
% receiving effective rating or higher	90	% first-year teachers	8
% highly qualified (HQT)*	100	% with 1-5 years of experience	38
% certified in-field**	100	% with 6-14 years of experience	27
% ESOL endorsed	65.1	% with 15 or more years of experience	27

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

<p>*Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development.</p> <p>*Pinellas County has a teacher recruitment plan in which district representatives visit college campuses to showcase the benefits of employment.</p> <p>*Mentors are assigned to teachers who are new to Starkey Elementary. New to Starkey Meetings are held monthly to provide classroom teachers with supports that may be needed. Along with administrative support, teachers have access to Embrace Pinellas and Just In Time school-based professional development.</p> <p>*All instructional staff and administrators complete the Deliberate Practice Plan to identify training and support for professional growth. Formal and informal observations with administrative feedback</p>
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are conducted. Teachers participate in school-based professional development, collaborative planning, and PLC's that focus on data analysis and best practices.

\*All Black and Hispanic candidates showing interest in job openings will be granted an interview to increase diversity among staff members.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Audrey	Chaffin	White	Principal
Tameka	Harris	Black	Principal
Kelly	Wissing	White	Parent
Bob	Towner	White	Business/Community
Heidi	Corripio	White	Parent
Jamie	Loubet	White	Teacher
Tracy	Nero	Hispanic	Business/Community
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Committee Approval Date: 8/22/17
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Rachel Merz
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Please state the days / intervals that your team meets below.

The second and fourth Tuesday of the month from 2:45-3:30 p.m.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

ELA \$2,000 (Guided Reading Leveled resources & intervention kits)-SIP Budget  
Math \$250 (manipulatives)-SIP Budget  
Science \$200 (materials)-Science Lab Materials Budget  
AVID \$250 (conference registration & student/class supplies)-SIP Budget  
STEM \$50 (materials)-SIP Budget  
Family Involvement \$200 (training handouts)-Title I Budget  
Wellness \$500 (Health Education equipment)-School Adoption Budget  
EWS \$700 (Starkey Store items, PBS classroom charts & Olweus materials)-SIP Budget