

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 31
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Laura Kranzel

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Jennifer Riddick

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Debora Bailey

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Rachael Terantino

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Ann-Margaret Purpura

Position Title

Teacher

Job Duties and Responsibilities

As the Positive Culture and Environment 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.

Leadership Team Member #6

Employee's Name

Larisa Levin

Position Title

Teacher

Job Duties and Responsibilities

The Math SIP Goal Manager is responsible for collaboratively drafting the SIP plan, implementing action steps in PLCs, analyzing and monitoring school wide data, and providing input to modifications needed based on analysis of school wide data.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP Goal Managers meet with administration to disaggregate data, surveys, and any new district/state requirements. A draft SIP is then created for review and approval. The data is shared with our staff and School Advisory Council along with the proposed goals, action steps and budget. They are provided time at a work session to analyze the information and provide feedback to the draft before the SIP Goal Managers reconvene to finalize the suggestions and input. It is once again shared with our staff and School Advisory Council for final approval. It is then posted on our social media sites and referenced throughout monthly meetings with all stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Each SIP Goal is overseen by a Goal Manager who has a team of teachers from across all grade levels. SIP Goal Managers meet with administration monthly as a leadership team and then they meet with their teams the following week. All teams meet together in the Media Center, each working in a different area of the room. Time is left at the end of their meetings to share out with the whole group their progress, barriers, needs and next steps. Administration meets regularly with the School Advisory Council and updates the council on progress being made with the SIP toward our goals. Data is shared in a timely manner and feedback is taken back to the SIP Goal Managers and their teams for consideration. A mid-year reflection is conducted by the teams and shared with all as well. Adjustments are made based on data and input to better meet our goals either through increased interventions, enrichment, or tailored professional development.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	37.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days		14	16	24	16	20				90
One or more suspensions			1			9				10
Course failure in English Language Arts (ELA)				2	1	2				5
Course failure in Math				1	2					3
Level 1 on statewide ELA assessment				6	11	20				37
Level 1 on statewide Math assessment				4	11	9				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	9	12	16						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	6	9	33	23					74

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	1	3	6	16				27

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0				0
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	23	20	18	18	12				93
One or more suspensions			1		3	2				6
Course failure in ELA						5				5
Course failure in Math				1	4	3				8
Level 1 on statewide ELA assessment				1	25	9				35
Level 1 on statewide Math assessment				1	12	12				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	6	11	14	3						42

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2		1	1	10	6				20

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			1						3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64			60	54	53	62	55	56
ELA Grade 3 Achievement **	62			59	54	53			
ELA Learning Gains	63						69		
ELA Learning Gains Lowest 25%	56						51		
Math Achievement *	70			70	61	59	67	51	50
Math Learning Gains	74						68		
Math Learning Gains Lowest 25%	61						41		
Science Achievement *	72			74	62	54	72	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	75			69	64	59	77		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	597
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	68%	63%	63%		65%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	3	
English Language Learners	75%	No		
Asian Students	83%	No		
Black/African American Students	42%	No		
Hispanic Students	66%	No		
Multiracial Students	67%	No		
White Students	68%	No		
Economically Disadvantaged Students	60%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	2	
English Language Learners	69%	No		
Asian Students	82%	No		
Black/African American Students	31%	Yes	1	1
Hispanic Students	63%	No		
Multiracial Students	69%	No		
White Students	68%	No		
Economically Disadvantaged Students	60%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
English Language Learners	72%	No		
Native American Students				
Asian Students	88%	No		
Black/African American Students	46%	No		
Hispanic Students	64%	No		
Multiracial Students	62%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	62%	63%	56%	70%	74%	61%	72%					75%
Students With Disabilities	19%	32%	39%	54%	26%	43%	40%						
English Language Learners	71%	83%	64%		76%	82%							75%
Asian Students	79%				86%								
Black/African American Students	33%				50%								
Hispanic Students	58%	67%	67%	60%	74%	70%							
Multiracial Students	74%		50%		70%	71%							70%
White Students	66%	56%	68%	67%	70%	78%	64%	75%					
Economically Disadvantaged Students	57%	57%	59%	52%	65%	69%	59%	65%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%	59%			70%			74%					69%
Students With Disabilities	32%	47%			27%			31%					
English Language Learners	50%				79%								78%
Asian Students	75%				88%								
Black/African American Students	31%				31%								
Hispanic Students	47%	44%			78%			83%					
Multiracial Students	67%				71%								
White Students	63%	65%			69%			75%					
Economically Disadvantaged Students	52%	54%			62%			67%					67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	62%		69%	51%	67%	68%	41%	72%					77%
Students With Disabilities	25%		33%		32%	48%	46%						
English Language Learners	64%		73%		64%	82%							77%
Native American Students													
Asian Students	93%		91%		87%	91%							80%
Black/African American Students	33%		45%		40%	64%							
Hispanic Students	57%		61%		57%	58%		69%					80%
Multiracial Students	65%		62%		65%	57%							
Pacific Islander Students													
White Students	64%		72%	54%	70%	70%	55%	75%					
Economically Disadvantaged Students	57%		65%	50%	63%	61%	43%	65%					87%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

ELA overall proficiency increased from 60.8% to 64%.

Math overall proficiency increased from 69.9% to 70%.

The data component that showed the most improvement was the percentage of proficiency in Math for the Black subgroup. This data point went from 28.6% to 50%.

The new actions that were taken were use of Flocabulary, Gamifying Instruction, and Building Fact Fluency.

Lowest Performance

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

The data component with the lowest performance is that of the ESE subgroup. The ELA proficiency declined from 40% to 19% and the Math proficiency from 50% to 26%.

The ESE subgroup has a trend of underperforming. We also believe that larger heterogenous class sizes and inconsistency in instructional staff contributed to this.

Greatest Decline

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

The data component with the greatest decline in performance is that of the ESE subgroup. The ELA proficiency declined from 40% to 19% and the Math proficiency from 50% to 26%. We believe that a factor contributing to this was the consistency and efficacy of providing specially designed instruction to these students.

Greatest Gap

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.

Starkey Elementary scores were higher than the state average for each subject area.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance

Highest Priorities

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

The highest priorities are focusing on increasing the proficiency in all subject areas for the black and ESE subgroups, most notably, there was 0 gain for black students in ELA and a decrease in proficiency for ESE students in both Reading and Math.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency was 19%, Math proficiency was 26% and Science proficiency was 29% (state=n/a). 16.4% of students are in the SWD category.

ELA gain for SWD students was 43% and Math was 38%, compared to 65% and 79% respectively for the non SWD students (state=n/a).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of SWD students achieving proficiency level will increase to 41% or higher in each academic area, as measured by the FAST PM3 2024-2025 administered in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will conduct classroom walkthroughs with feedback. 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 SIP teams and SAC.

Person responsible for monitoring outcome

Jennifer Riddick

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Monitor for learning and cognitive engagement with content, utilizing specifically designed instruction to meet student needs and close foundational gaps.

Rationale:

Effective teaching uses evidence of student thinking to assess progress toward understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Cognitive Engagement with Content

Person Monitoring:

Jennifer Riddick

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standards.

Action Step #2

Work to close foundational gaps

Person Monitoring:

Jennifer Riddick

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize interventions to close foundational gaps in ELA (UFLI) and Math (Building Math Fluency) and frequently monitor progress.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency was 33% (decreased from 42.9%), Math proficiency was 50% and Science proficiency was 33% (state=n/a).

4.7% of students are Black / African American.

ELA gain for Black / African American students was 0% and Math was 29%, compared to 65% and 76% respectively for the Non-Black / African American students (state=n/a).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of Black / African American students achieving proficiency level in ELA and Science will increase to 41% or higher, and in Math will increase to 55%, as measured during FAST PM3 and Science SSA 2024-2025 administered in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will conduct classroom walkthroughs with feedback. 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 SIP teams and SAC.

Person responsible for monitoring outcome

Laura Kranzel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Ensure small group interventions and scaffolding, core lesson differentiation, specially designed instruction (SDI) and increased writing opportunities are implemented in alignment with evidencebased practices. Utilize strategies obtained from Closing the Gap and AVID high-yield initiatives.

Rationale:

Utilizing instructional strategies that are evidence based to focus on meeting the needs of all students based on data including scaffolding, small groups intervention, specially designed instruction and differentiating within core to increase student achievement for students in all subgroups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Gamify

Person Monitoring:

Laura Kranzel

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices and routines that promote student centered learning, using things such as (but not limited to): Building Fact Fluency kits, collaborative structures, Battle of the Books, Spelling/Vocabulary Bee, Flocabulary, Quizziz, Nearpods, and games included in the curriculum provided.

Action Step #2

6Ms

Person Monitoring:

Laura Kranzel

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success, meaningful tasks related to student interests & cultural backgrounds, opportunities for students to ask their own questions, set their own goals, and make their own choices.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on proficiency data in all content areas and staff feedback; incorporating high-yield engagement strategies would lead to increased academic achievement. In order to improve our student achievement in ELA, Math and Science we need to continue to focus on aligning instructional practices with standards-based tasks that are differentiated as needed, include UDL principles, and systematically progress-monitored to ensure improved student achievement that is regularly celebrated.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA - The percent of grades 3-5 students achieving proficiency level will increase from 63% as measured by the 2023-2024 ELA FAST PM3 to 70% as measured by the 2024-2025 ELA FAST PM3.

Math - The percent of grades 3-5 students achieving proficiency or above will increase from 71%, as measured by the 2023-2024 Math FAST PM3 to 75%, as measured by the 2024-2025 Math FAST

PM3.

Science - The percent of grades 5 students achieving proficiency level will increase from 74% as measured by the 2023-2024 Science SSA to 78% as measured by the 2024-2025 Science SSA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will conduct classroom walkthroughs with feedback. Administration and SIP goal managers will meet monthly to monitor progress toward SIP goals and action steps. Timely data (state assessments, Dream Box lesson completion, iStation minutes, unit/cycle assessments, formative assessments) will be shared and analyzed together with School Improvement Teams.

Person responsible for monitoring outcome

Laura Kranzel and Jennifer Riddick

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield engagement strategies, differentiation and writing to ensure continuous academic growth.

Rationale:

Students need to be aware of their data and growth towards mastery of the BEST and FSASS standards. Students will take ownership of their learning and be celebrated along the way to motivate and continue to hold high expectations of all students. An increased focus on positive academic growth and proficiency will be evident through use of high-yield engagement strategies, differentiation and increased writing opportunities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Student Goals and Data Monitoring

Person Monitoring:

Jennifer Riddick

By When/Frequency:

Data binders, standards-trackers and goal setting process will be in place by 9/1/24. Celebrations will be scheduled by 8/12/24.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement school-wide practices for goal setting where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data and celebrating success.

Action Step #2

High-Yield Instructional Practices PD and Focus

Person Monitoring:

Laura Kranzel

By When/Frequency:

Beginning in August on-going PD will be scheduled for high-yield engagement strategies.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide PD in order to build Teacher Efficacy utilizing high-yield instructional practices (to include clarity of instruction with feedback, summarizing & note-taking, reinforcement of effort and cooperative learning) to motivate and deepen student engagement including, but not limited to writing, differentiation, positive expectations for success, meaningful tasks related to student interests and cultural backgrounds, opportunities for students to ask their own questions, set their own goals and make their own choices in all content areas. Engage in "101 Strategies to Make Academic Vocabulary Stick" by Marilee Sprenger book study during PLCs.

Action Step #3

Vocabulary and Gaming

Person Monitoring:

Laura Kranzel and Jennifer Riddick

By When/Frequency:

Ongoing throughout the entire year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Incorporate the Building Fact Fluency kits, collaborative structures, Battle of the Books, Boys Read, Spelling/Vocabulary Bee, Flocabulary, Quizziz, Nearpods, and games included in the curriculum. Utilize Flocabulary "Word Up Project" with fidelity to improve vocabulary instruction. Apply the 6Ms instructional model to engage in higher level thinking and maximize student learning. Incorporate robotics and real-world connections in science.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Attendance: During the 2023 - 2024 school year, 18% of students were absent 10% or more, the average daily attendance was 93.4%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2024-2025 school year, the percentage of students who are absent 10% or more will decrease to 15%, and the average daily attendance will increase to 95%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitored through biweekly CST meetings.

Person responsible for monitoring outcome

Laura Kranzel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Positive Reinforcement and Incentives - Attendance Works resources used to share importance of attendance with families and students.

Rationale:

When students are chronically absent (missing 10% or more of the school year or 18 days over an entire school year), they are less likely to read proficiently by third grade, achieve in middle school and graduate from high school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Celebrations

Person Monitoring:

By When/Frequency:

Laura Kranzel

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance Rewards Program: Implement a rewards program that recognizes and celebrates students with excellent attendance. Bear Paws/Paw Points, Paws-itive referrals, Starkey Store, and assemblies. Classroom Competitions: Create friendly competitions between classes or grade levels to see which group can achieve the highest attendance rate. Regular Communication with Families: Establish consistent communication channels with families to discuss the importance of regular attendance and address any barriers they might face. Early Identification and Intervention: Use attendance data to identify students who are at risk of chronic absenteeism early on. Implement targeted interventions such as mentoring programs, counseling, or attendance contracts to support these students. Attendance Team: Form an attendance team consisting of teachers, administrators, and support staff to regularly review attendance data, develop action plans, and monitor progress. This team can also reach out to students and families to offer support and resources.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our SIP is available in the front office at our Title I Station. A copy of our SIP One-pager will be discussed at parent meetings including Open House, Curriculum Night(s), Title I Annual Meeting, and SAC meetings. Teachers will utilize their time during parent conferences to raise awareness of our SIP goals. Administration will send an email to families encouraging them to review the SIP at their convenience using our school website: <https://www.pcsb.org/starkey-es>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

In order to build positive relationships with all involved in our school's mission we will review survey data to provide high-interest parent trainings. Teachers, staff, and parents will frequently analyze data to celebrate positive gains and facilitate open communication for suggestions to continue being on a positive track forward. Teachers, parents, and our School Advisory Council will collaborate throughout the year for opportunities that supports the curriculum and builds strong relationships within the school.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

In order to strengthen the academic program with emphasis on enhanced curriculum, teachers will utilize informal observations of peers, students' formal assessments to tailor instruction, cross grade level data analysis meetings, and collaborative planning during PLCs. Students will become fluent in their ability to have academic discourse with peers, give actionable feedback, and identify and then articulate their observations and connections to the learning. This will further support our ELA and Math SIP action steps of Cognitive Engagement with Content. Parents, other staff members, and stakeholders are able to participate in academic excursions that include field trips, speaking engagements, and curriculum nights related to the classroom content.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The School Based Leadership Team will utilize the MTSS process and data analysis of progress monitoring to determine where the gaps of proficiency are, and which resources are needed to support the growth toward mastery of the BEST standards. Administrators will walk through classrooms during identified intervention times to ensure that students are being supported with interventions specified on their PMPs, which are being implemented with fidelity.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

UFLI usage as an intervention to close foundational gaps for students in grades 3-5.

Magnetic Readers will be purchased and used with students to target specific ELA Standards.

Dream Box and Building Fact Fluency lessons will be assigned based upon need for Math intervention.

iStation Science lessons will be implemented to address the needs in Science.

Flocabulary will be used across curriculum areas to support and enhance the learning of all students.

All of these purchases and training of staff will be implemented in the first quarter of the school year and will be progress monitored throughout the year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00