

Pinellas County Schools

STARKEY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 4
 - D. Early Warning Systems 5
- II. Needs Assessment/Data Review 8
 - A. ESSA School, District, State Comparison 9
 - B. ESSA School-Level Data Review 10
 - C. ESSA Subgroup Data Review 11
 - D. Accountability Components by Subgroup..... 12
 - E. Grade Level Data Review 15
- III. Planning for Improvement..... 16
- IV. Positive Learning Environment 25
- V. Title I Requirements (optional)..... 27
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Kranzell@pcsb.org

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

riddickj@pcsb.org

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Team Leaders meet with administration to disaggregate data, surveys, and any new district/state requirements. A draft SIP is 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 we 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Teams meet in PLCs weekly. One week per quarter is dedicated to analyzing achievement data. Data is also disaggregated and analyzed at each progress monitoring cycle to determine progress toward the goals. Data is also shared with SAC and at PTA meetings to inform all stakeholders of our progress toward meeting our SIP goals.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	83.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: B 2023-24: A 2022-23: A 2021-22: B 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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		
School Enrollment	62	67	72	87	92	93				473	
Absent 10% or more school days	0	5	9	11	12	9				46	
One or more suspensions	0	0	2	0	2	1				5	
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1	
Course failure in Math	0	0	0	0	0	3				3	
Level 1 on statewide ELA assessment	0	1	10	16	13	21				61	
Level 1 on statewide Math assessment	0	6	7	13	6	14				46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	3	4					11	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			5	3	2					10	

Current Year 2025-26

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	0	1	2	5	7	13				28

Current Year 2025-26

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	1	1	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) 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		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-6.053, F.A.C. (only applies to grades K-3)		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

Prior Year (2024-25) 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		1	1	3	6	16				27

Prior Year (2024-25) 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										0
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	64	59	64	61	57	60	54	53
Grade 3 ELA Achievement	71	67	59	62	63	58	59	54	53
ELA Learning Gains	57	62	60	63	64	60			
ELA Lowest 25th Percentile	41	59	56	56	62	57			
Math Achievement*	71	69	64	70	66	62	70	61	59
Math Learning Gains	59	67	63	74	68	62			
Math Lowest 25th Percentile	38	56	51	61	58	52			
Science Achievement	70	70	58	72	69	57	74	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	58	67	63	75	65	61	69	64	59

*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	530
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	66%	68%	63%	63%		65%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	4	
English Language Learners	55%	No		
Asian Students	62%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	61%	No		
Multiracial Students	64%	No		
White Students	62%	No		
Economically Disadvantaged Students	55%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%	71%	57%	41%	71%	59%	38%	70%					58%
Students With Disabilities	27%		38%	38%	27%	44%	42%	20%					
English Language Learners	52%		43%		69%	55%							58%
Asian Students	65%		33%		82%	67%							
Black/African American Students	44%		42%		38%	33%							
Hispanic Students	62%	75%	68%	45%	70%	48%		59%					
Multiracial Students	73%		76%		65%	41%							
White Students	69%	72%	56%	38%	74%	66%	43%	74%					
Economically Disadvantaged Students	58%	64%	55%	44%	64%	53%	39%	57%					60%

2023-24 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 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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	69%	65%	4%	57%	12%
ELA	4	58%	62%	-4%	56%	2%
ELA	5	64%	61%	3%	56%	8%
Math	3	74%	68%	6%	63%	11%
Math	4	69%	68%	1%	62%	7%
Math	5	65%	65%	0%	57%	8%
Science	5	68%	67%	1%	55%	13%

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?

The most improvement was shown in Multiracial Student ELA LG with an increase of 26 percentage points, Black/African American Students ELA Achievement with an increase of 11 percentage points, 3rd Grade ELA Achievement with a gain of 9 percentage points to total 71%, and a gain of 8 percentage points for both SWD ELA Achievement and Hispanic 3rd Grade ELA Achievement. Our actions that we took during this school year were to implement Magnetic Readers to provide enrichment and interventions for students in need. We also focused on differentiation and intentionally targeting gaps in foundational reading skills and vocabulary for our SWD and Black/African American Students.

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 lowest performing data points are:

SWD for both ELA and Math Achievement (27%), ELA LG and ELA L25 LG for SWD (38%), All Students Math LG (38%), Black/African American Students Math Achievement (38%) and White L25 Students ELA LG (38%).

The trend that is evident is that the L25 students are not gaining as we would hope that they would after a year of instruction. Our overall learning gains are also not what we would hope for them to be, but the L25 are included in those areas as well.

Greatest Decline

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

The greatest decline from the prior year is in the Math (-30) and ELA (-26) LG of our Multiracial Students, the ELA L25 LG (-29) of our White Students, and the Math LG (-27) of our ELL students. The factor that could have contributed to this is a lack of Tier 2 intervention implementation and standard / benchmark analysis.

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.

The state averages for growth will most likely show the greatest gap. This data has not been prepopulated at this time.

EWS Areas of Concern

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

The areas of concern are amount of students with 10% or more absences (upper grades) and number of level 1s on Statewide Assessments

Highest Priorities

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

Differentiation and implementation of Tier 2 interventions.

Writing across content areas.

Cognitive Engagment.

Teacher Clarity.

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.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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.

Advance thinking through writing about reading and across the content areas and grade-levels. Student engagement is a priority for our instructional practice area of focus, as a large percentage of our students are scoring in the proficient range in the tested subject areas, however the learning gains and most significantly the L25 learning gains are much lower.

Measurable Outcome

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.

Our goal is to have 100% student growth on the 2026 ELA FAST in 4th and 5th grades.

Our goal is to have 100% student growth on the 2026 STAR Reading in Kindergarten, first and second grades.

Our goal is to have at least 75% at or above proficiency in third grade based on the 2026 ELA FAST and fifth grade based on the Science FAST.

Our goal is to have at least 70% at or above proficiency in fourth and fifth grades based on the 2026 ELA FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our professional learning focus for the school year is Writing Across Content areas. We will be focusing on the information provided from The Writing Revolution 2.0 in our staff meetings and PLCs/ Collaborative Planning sessions. We will monitor the implementation through administrative walk throughs as well as praise walks across grade levels scheduled during PLCs monthly.

Person responsible for monitoring outcome

Laura Kranzel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials)

Rationale:

Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught - not just in English, but also in social studies, science, and math - their reading comprehension and learning is enhanced. Writing about other reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they learn can yield greater benefits than favored techniques such as discussion, projects, and group work.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Plan and provide writing instruction and writing based activities frequently and regularly in lessons spanning all curriculum areas.

Person Monitoring:

Kranzel and Riddick

By When/Frequency:

Through regular walk throughs and collaborative planning sessions

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

Provide clear, direct, and explicit instruction in writing. Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. Anticipate student responses to the questions/stems posed by creating exemplar responses. Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. Use sentence stems and graphic organizers to scaffold responses across developmental levels. Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. Ensure the writing has a purpose / audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback. Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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.

Monitor small group instruction to ensure instruction is designed and implemented according to evidence-based principles

Measurable Outcome

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.

Our goal is to have 100% student growth on the 2026 Math FAST in 4th and 5th grades.

Our goal is to have 100% student growth on the 2026 STAR Math in Kindergarten, first and second grades.

Our goal is to have at least 75% at or above proficiency in 3-5 grades based on the 2026 Math FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Small groups, differentiated lesson plans will be reviewed during PLC/Collaborative planning. The implementation of them will be monitored through frequent walk throughs and observations.

Person responsible for monitoring outcome

Kranzel and Riddick

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with Content Formative Assessment and Feedback Close Reading and Annotation Strategies Writing to Learn

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Ongoing formative assessments determine where instruction should be modified to meet individual student needs across all content areas. Feedback helps learners get from where they currently are to where they need to be.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Assess understanding, identify misconceptions and guide instruction. Ensure instructional supports are in place for all students. Monitor fidelity of small group instruction and student response to small group instruction.

Person Monitoring:

Kranzel and Riddick

By When/Frequency:

During Collaborative Planning and frequent instructional walk throughs

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

Utilize multiple forms of formative assessment and the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction. Use students' writing to assess understanding, identify misconceptions and guide instruction. Ensure instructional supports are in place for all students during core instruction and intervention based on data, including supports for students with exceptional needs, English language supports, as well as extensions / more advance tasks for students above benchmark. Monitor fidelity of small group instruction and student response to small group instruction.

Area of Focus #3

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

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.

Our SWD subgroup has been an underperforming subgroup for 4 consecutive years. Although we showed 8 percentage points of growth in ELA achievement and 1 percentage point of growth in Math, it is not nearly enough. We will work on identifying and addressing gaps in understanding through benchmark analysis and small group intervention combined with cognitive engagement strategies.

Measurable Outcome

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.

Our SWD ESSA FPPI is currently 34%. Last year it was 36%. The cause for the decrease is the learning gains, or lack of.

Our goal is to have this (and all) subgroups get to the 41% mark, however that is a minimal goal. The goal for learning gains is 100%, as we believe that it is a reasonable expectation for students to make a years' worth of growth in learning after a year of targeted instruction ,

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored through walk throughs, PLCs and data chats.

Person responsible for monitoring outcome

Kranzel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure that small group instruction and 1-1 SDI are planned and implemented in alignment with evidenced-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

Rationale:

Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide small group instruction utilizing Writing Revolution resources.

Person Monitoring:

Kranzel

By When/Frequency:

bimonthly

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

step:

Students will be provided additional opportunities to use writing to enhance their learning through scaffolded instruction in small groups.

Action Step #2

Math benchmark data analyzed and interventions/remediations provided from B1GM Tiered Instruction

Person Monitoring:

Kranzel

By When/Frequency:

bimonthly

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

Math benchmark assessments and/or topic assessments will be analyzed to identify targeted instruction for intervention or remediation groups taught lessons from B1GM Tiered instruction.

Area of Focus #4

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**

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.

Our Black/African American subgroup has been an underperforming subgroup intermittently for years. Although we showed 11 percentage points of growth in ELA achievement there was a decrease of 12 percentage points in Math and only 25% were proficient in Science. We will work on identifying and addressing gaps in understanding through benchmark analysis and small group intervention combined with cognitive engagement strategies.

Measurable Outcome

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.

Our Black/African American ESSA FPPI is currently 39%. Last year it was 42%. The cause for the decrease is the learning gains, or lack of.

Our goal is to have this (and all) subgroups get to the 41% mark, however that is a minimal goal. The goal for learning gains is 100%, as we believe that it is a reasonable expectation for students to make a years' worth of growth in learning after a year of targeted instruction

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The students in this subgroup will be monitored through benchmark assessments. They will be

provided intervention/remediation as needed in small groups. They will also be targeted for cognitive engagement.

Person responsible for monitoring outcome

Kranzel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure that small group instruction are planned and implemented in alignment with evidenced-based practices, intentionally targeting students' specific skill deficits.

Rationale:

Effective teaching establishes clear goals for the student learning. Teachers must have a solid understanding of the benchmarks in order to explicitly teach them and then analyze student errors and plan for remediation.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Analyze district assessments in ELA to plan for remediation and intervention

Person Monitoring:

Kranzel

By When/Frequency:

ongoing

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

After the module assessments and pm1 data, work with teachers in PLC to make a plan of action for small groups utilizing the accelerated plans, istation, and/or magnetic readers to provide small group remediation and intervention for students.

Action Step #2

Analyze district assessments in Math to plan for remediation and intervention

Person Monitoring:

Kranzel

By When/Frequency:

ongoing

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

After the topic and benchmark assessments data is available, work with teachers in PLC to make a plan of action utilizing the iredy math and/or B1GM tiered instruction to provide small group

remediation and intervention for students.

IV. Positive Learning 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 2024 - 2025 school year, 12.8% of students were absent 10% or more, the average daily attendance was 94.1%.

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 2025-2026 school year, the percentage of students who are absent 10% or more will decrease to 10%, 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

Kranzel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Celebrations

Person Monitoring:

Laura Kranzel

By When/Frequency:

quarterly

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Our SIP is available on our school website: <https://www.pcsb.org/starkey-es>

To ensure transparency and stakeholder engagement, Starkey Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP), and UniSIG budget through multiple channels. These include:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our SIP and PFEP is available on our school website: <https://www.pcsb.org/starkey-es>

Starkey Elementary actively builds strong relationships with parents, families, and community partners through meaningful engagement activities and clear communication. We implement our approved Parent and Family Engagement Plan (PFEP) by:

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs.
- **Sharing Monthly Communications:** The Starkey Bear Necessities digital newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through Focus, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

Starkey Elementary is strengthening its academic program by focusing on data-driven instruction, enrichment opportunities, and extended learning time. Key actions include:

- **Priority Focus Areas:** As identified in Part II of the SIP, our priorities are strengthening core instruction, implementing targeted interventions, and improving Tier 1 practices in ELA and Math.
- **Extended Learning Time:** Before- and after-school tutoring programs provide intervention and enrichment to help close learning gaps and deepen understanding.
- **Small Group Instruction:** Every classroom dedicates time daily for small group reading and math instruction based on formative data, ensuring differentiation for all learners.
- **Accelerated Learning:** We offer access to enrichment programs like science fair preparation, student clubs, and gifted services to challenge high-achieving students.
- **Professional Development:** Staff receive ongoing training in standards-aligned instruction and trauma-informed teaching to improve instructional quality.
- **Academic Celebrations:** We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Starkey Elementary, we coordinate with:

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like Starkey Baptist Church ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.

- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach prepare students early for college and career readiness.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Monthly counseling lessons and individual lessons and small groups as needed - provided by our school counselor, sw, and/or psych.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Our counselor does career and higher education lessons with our students. The Great American Teach In provides and additional time for students to learn about workforce opportunities.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our SBLT meets regularly to address student discipline data and to assist with tier 2 and 3 interventions if needed.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Starkey Elementary prioritizes high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- **Data-Driven Instructional Cycles:** Teachers engage in data talks every 4–6 weeks,

supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.

- **Professional Learning Communities (PLCs):** Weekly PLCs allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- **Instructional Coaching:** Our administrators provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- **New Teacher Induction and Mentoring:** New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders. We recognize that building relationships and reducing burnout is essential.
- **Strategic Retention:** We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).
- **Targeted PD:** Training includes trauma-informed care, culturally responsive teaching, restorative practices, and science of reading strategies. PD is aligned to school goals and personalized based on teacher needs.

These efforts ensure continuous professional growth and instructional consistency across classrooms.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Students are provided an opportunity to attend Rising K the summer prior to entering Kindergarten. Starkey Elementary is proud to house a full-day PreK-3 program, supported by Title I and early childhood funds, to provide a strong two-year foundation for school readiness.

- **Full-Day 3-Year-Old Program:** Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.
- **Smooth Transitions:** The continuity between our PreK-3 and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- **Family Engagement:** Parents of PreK students are invited to participate in orientation events, readiness workshops, and transition meetings. We provide families with resources and strategies to reinforce early learning at home.
- **Collaboration with Kindergarten Teachers:** PreK and Kindergarten teachers meet to align

curriculum, share student data, and plan transition activities. This collaboration ensures academic and behavioral expectations are clearly communicated and developmentally appropriate.

- **Ready Set Kindergarten and Tours:** Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions. Materials are provided in multiple languages to ensure accessibility.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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