

Pinellas County Schools

STARKEY ELEMENTARY SCHOOL



2026-27 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 23
- V. Title I Requirements (optional)..... 25
- VI. ATSI, TSI and CSI Resource Review 29
- VII. Budget to Support Areas of Focus 30

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

Shannon Townsend

townsendsh@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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	53	66	64	68	72	89				412
Absent 10% or more school days	0	14	11	8	8	13				54
One or more suspensions			1							1
Course failure in English Language Arts (ELA)				3	1					4
Course failure in Math				3	1					4
Level 1 on statewide ELA assessment		2	5	13	3	7				30
Level 1 on statewide Math assessment		2	2	11	2	5				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	2	1	1					6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	2	4	1					8

Current Year 2026-27

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		2	2	10	3	5				22

Current Year 2026-27

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		2	1	2						5
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	62	67	72	87	92	93				473
Absent 10% or more school days		5	9	11	12	9				46
One or more suspensions			2		2	1				5
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						3				3
Level 1 on statewide ELA assessment		1	10	16	13	21				61
Level 1 on statewide Math assessment		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

Prior Year (2025-26) 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	2	5	7	13				28

Prior Year (2025-26) 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			1	1						2
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	75	68	62	65	64	59	64	61	57
Grade 3 ELA Achievement	77	70	61	71	67	59	62	63	58
ELA Learning Gains	70	65	63	57	62	60	63	64	60
ELA Lowest 25th Percentile	68	63	58	41	59	56	56	62	57
Math Achievement*	84	72	66	71	69	64	70	66	62
Math Learning Gains	77	69	64	59	67	63	74	68	62
Math Lowest 25th Percentile	61	56	50	38	56	51	61	58	52
Science Achievement	76	72	62	70	70	58	72	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						74%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						588
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
74%	59%	66%	68%	63%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	67%	No		
English Language Learners	59%	No		
Asian Students	93%	No		
Black/African American Students	67%	No		
Hispanic Students	71%	No		
Multiracial Students	73%	No		
White Students	75%	No		
Economically Disadvantaged Students	71%	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.

2025-26 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.
All Students	75%	77%	70%	68%	84%	77%	61%	76%		
Students With Disabilities	56%		72%	75%	66%	76%	63%	58%		
English Language Learners	52%		62%	40%	70%	67%		60%		
Asian Students	92%		80%		100%	100%				
Black/African American Students	54%		80%		62%	70%				
Hispanic Students	78%	86%	67%		76%	57%		60%		
Multiracial Students	68%		60%		89%	73%				
White Students	74%	78%	70%	67%	87%	82%	68%	76%		
Economically Disadvantaged Students	70%	73%	71%	64%	82%	77%	58%	76%		

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%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	76%	68%	8%	60%	16%
ELA	4	80%	66%	14%	60%	20%
ELA	5	66%	66%	0%	61%	5%
Math	3	87%	71%	16%	66%	21%
Math	4	88%	72%	16%	65%	23%
Math	5	76%	69%	7%	62%	14%
Science	5	76%	70%	6%	60%	16%

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?

We showed the most improvement in both of our ESSA subgroups of SWD and Black, as well as our overall ELA L25 Learning Gains. All 3 components had an increase of 27 percentage points. Our Math L25 Learning Gains showed an increase of 23 percentage points. This is attributed to our focus on differentiating instruction through planning and implementation of small groups, data analysis and collaborative planning and monitoring student cognitive engagement.

Lowest Performance

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

Our Math L25 Learning Gains and our FPPI for SWD both were the lowest performing at 61%. Both of these areas were by far the lowest performing areas in the year prior and while they did improve at a similar or higher rate, there remains a gap in the achievement.

Greatest Decline

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

We did not have a decline in any components from the previous year.

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.

An area of concern based on the EWS data is our 3rd graders.

Highest Priorities

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

Our highest priority for school improvement is 2nd grade, learning gains for L4 & 5, and continuing the improvements for our ESSA subgroups (SWD and Black) and L25 Learning gains.

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 accountable talk and writing 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 80% at or above proficiency in K-2 STAR ELA.

Our goal is to have at least 80% at or above proficiency in third grade based on the 2026 ELA FAST.

Our goal is to have at least 78% at or above proficiency in fourth and fifth grades based on the 2026 ELA FAST.

Our goal is to have at least 85% at or above proficiency in K-2 STAR Math.

Our goal is to have at least 90% at or above proficiency in 3-5 FAST Math.

Our goal is to have at least 80% at or above proficiency in 5th Grade SSA Science.

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 to continue with Writing Across Content areas. We will be focusing on the information provided from The Writing Revolution 2.0 and structured journaling or note taking strategies in our staff meetings and PLCs/ Collaborative Planning sessions. We will also focus on accountable talk, building on what was introduced and partially implemented

last year. 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

Kranzel and Townsend

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 Townsend

By When/Frequency:

Collaborative planning and walk throughs

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 Benchmark-aligned instruction

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.

This Area of Focus applies to all grade levels but is specifically targeting our Pre K learners. The learning gains were below the district average.

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.

The number of points earned from students meeting learning gains at 12 points a month or more between PM1 and PM3 will increase from 6/30 to 19 as measured by the STAR assessment.

Monitoring

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

We will monitor the implementation of benchmark aligned instruction through collaborative planning and monitoring instruction through walk throughs.

Person responsible for monitoring outcome

Kranzel and Townsend

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:

Rationale:

Tier of Evidence-based Intervention:

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

Monitor implementation of module curriculum and kickstart learning.

Person Monitoring:

Kranzel/Townsend

By When/Frequency:

weekly walk throughs

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

When administration is knowledgeable about the early childhood curriculum and able to recognize the look fors that are critical, those can be monitored through observations and walk throughs as well as participation in collaborative planning.

Action Step #2

Regularly review data.

Person Monitoring:

Kranzel/Townsend

By When/Frequency:

PM cycles

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

Regularly review child and classroom performance data (STAR/CLASS/GOLDS/Walkthroughs)

Area of Focus #3

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 this year we increased our FPPI from 39 to 66%, a gap remains. 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 66%. Last year it was 39%.

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 by using the writing to learn and accountable talk strategies.

Person responsible for monitoring outcome

Kranzel / Townsend

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, Math, and Science to plan for acceleration and intervention.

Person Monitoring:

Kranzel/Townsend

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, Amira, and/or magnetic readers to provide small group remediation and intervention for students.

After the topic and benchmark assessments data is available, work with teachers in PLC to make a plan of action utilizing the iready 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 2025 - 2026 school year, 14.7% of students were absent 10% or more, the average daily attendance was 94.4%.

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.

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.

Biweekly CST meetings and weekly attendance percentage tracking by grade level.

Person responsible for monitoring outcome

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:

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:

Kranzel / Hazen

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 grade level classes 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 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 and Science 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 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)).

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 (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)).

Our teachers engage in job embedded PD focused on the 5 Essentials (writing across content areas and accountable talk) as well as collaborative planning.

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.

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 (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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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