

The School District of Palm Beach County

Starlight Cove Elementary School



2015-16 School Improvement Plan

Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

www.edline.net/pages/starlight_cove_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	95%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Starlight Cove Elementary is to provide our students with a safe, educationally stimulating and creative learning environment. Staff, students, and parents are committed to increasing student achievement in the areas of Reading, Writing, Math, and Science as measured by performance of the Florida Assessments. Together we are working to ensure academic success and meet the needs of our diverse learning community.

Provide the school's vision statement

The vision of Starlight Cove is to enhance the learning opportunities for all students to become productive citizens, in a diverse community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Starlight Cove staff will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09 (8)(b) as applicable to the appropriate grade levels in order for our students to learn about students' cultures and build relationships between teachers and students includes, but is not limited to:

- * History of the Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Parent Conferences
- * Cultural Events
- * School Based Team Workshops
- * On campus and field trip activities with students

Respect for each other and learning about each other are also strengthened as students learn about these topics and lessons that are infused into the curriculum and daily learning/discussions.

Additionally, schoolwide committees are established to discuss and develop action plans related to Single School Culture initiatives, taking into account the needs of a diverse population.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Starlight Cove Elementary offers a before and after school program and fully implements the Schoolwide Positive Behavior Program. All staff implement CHAMPs expectations, throughout the entire campus. A student ambassador program is in place for selected students and our counselors implement the Character Education Program. Students caught doing the right thing are given one of 10 "Principal's 200" tickets for a chance to be rewarded with a mystery motivator.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Starlight Cove fully implements the district behavioral expectations, working with a single school culture for schoolwide discipline (plan) which infuses CHAMPs expectations and Schoolwide Positive Behavior Supports throughout the entire campus. We teach "bell to bell", keeping distractions to a minimum by expecting all students to follow our schoolwide plan and all staff adhere to the PBS expectations. All students adhere to the STAR motto, which is to be Safe, Team Player, Achiever, and Respectful at all times.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Starlight Cove Elementary employs two full time Guidance Counselors who work with all students. They implement the district classroom guidance curriculum, the student success skills project for selected students, teach the pillars of Character Education, and provide individual counseling for individual students, high needs situations, etc.

This is our first year as a Health and Wellness Choice Program and we are currently working on developing our program throughout our campus. Plans are being worked on to promote not only the physical, but the emotional and social growth of children as well.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

There are several early warning indicators Starlight Cove staff clearly monitor. Some of these include:

- * Attendance, especially on Professional Development Days, drops below 90%
- * Several students had more than one out of school suspension
- * Although students were promoted, several are promoted not meeting Pupil Progression standards in the areas of Reading and Math
- * 40% of 3rd grade students scored in the lowest Quintile.
- * 33% are proficient in Math on the FY14 FCAT
- * 45% are proficient in Writing on the FY14 FCAT
- * 38% are proficient in Science on the FY15 FCAT

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	35	26	23	24	22	12	142
One or more suspensions	6	1	8	13	4	10	42
Course failure in ELA or Math	67	85	88	132	92	59	523
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	26	16	17	22	21	14	116

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All students participate in the extended day one hour Reading block of instruction. Teachers are following the district's Option 2 plan for this block of instruction which includes assessment, whole group and small group instruction. The Members of the School Based Team also meet with teachers to identify specific needs of students, including Tier instruction and Triple iii group instruction. Plans are written to include meeting the needs of the diverse learners. Coaches and Resource Teachers work with teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges. Our Learning Team Facilitator meets with teachers for planning, monitoring assessments, and developing goals for all students. Guidance Counselors with with attendance concerns, notifying students and parents when the Attendance Clerk generates reports for applicable students. The Assistant Principal and the SwPBS Committee review the weekly discipline reports, including suspensions. Conferences with students and parents are held, student contracts are developed and agreed to, and goal setting plans are made as necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195197>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Starlight Cove Elementary works closely with its business partners to provide resources to support school and student achievement. The local Costco provides backpacks and basic school supplies for our students every year. We have several business partnership agreements who support our parent workshops, providing supplies and materials for parents to learn how to work with their children. Some businesses provide certificates for attendance and academic recognition.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hayden, Cara	Principal
Payner, Matthew	Assistant Principal
White, Cassandra	Instructional Coach
Racow, Faith	Instructional Coach
Honaker, Jody	Other
Somoza, Kathleen	Other
Halpern, Abby	Other
Renz, Jeannine	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The administration provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing the RtI processes
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator position is now a fourth year position for SY16. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 (Intensive) interventions, and offer professional development and technical assistance. Federal, state, and district approved interventions such as Wilson Reading, SRA, LLI via our SAI Interventionist, etc... will be utilized.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based RtI Leadership Team is comprised of the following members for various meetings: Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teachers, Reading Coach, Math Resource Teacher, Literacy Resource Teacher, and Writing Resource Teacher, RtI/Inclusion Facilitator, guidance staff, speech pathologist, school nurse, and in some cases, parents/guardians and outside agency representatives. The SBT Chair attends all training related to the SBT process and provides the Professional Development and information/requirements to our staff. She coordinates all meetings with staff and parents to fully and successfully implement the School Based Team process.

Overall, Starlight Cove Elementary integrates Single School Culture for academics, behavior, and climate. We are fully implementing the schoolwide Positive Behavior Plan, VPK - Grade 5, and all staff members participate in the Learning Team Process, coordinated by our Safe Schools Learning Team Facilitator.

Additionally, our ESOL Team works with all staff and the community to increase an understanding and develop an appreciation for the Multi-cultural diverse community we serve. Several staff members will participate in the district's annual Multi-Cultural Conference to be held in November.

Title I, Part A Services

These services are provided to ensure students requiring additional remediation are assisted through

after-school programs and/or tutorial programs. Tutorial programs will be held TBD dates and times. Teachers will be asked to communicate with tutors in identifying benchmarks that need re-teaching and/or enrichment. Our Title I Resource staff, administrators, and our professional development coordinator will facilitate Professional Learning opportunities for parents. The Reading Coach and Resources staff members will deliver professional development to staff at faculty or PDD's.

Title I, Part C- Migrant

A district Migrant Liaison provides services and support to students and parents. They coordinate with Title I and other programs to ensure student needs are met. Our Assistant Principal is our primary Migrant Services Contact and our alternate is our ESOL Guidance Counselor.

Title I, Part D

Our district receives funds to support the Educational Alternative Outreach Program. Services are coordinated under the direction of our district's Alternative Education Department.

Title III

Services are provided through the district to improve the education of English Language Learners by providing educational materials and support.

Title X- Homeless

School Counselors play a role in the identification of homeless students. School Counselors provide support and referral to the families to SDPBC resources (ex. Student Intervention Services, free/reduced lunch, SES tutoring) and community resources (ex. Dependent Care Project/Legal Aide).

Violence Prevention Programs

School Counselor / Character Education Contact promotes Character Education in grades K-5. School Counselor and 6 Teachers coordinate the Safe Schools Ambassador program (supported by the Department of Safe Schools) which has the stated goal of reducing episodes of student mistreatment. Our Music Teacher and Grade 5 Teacher coordinate and run the Beat for Peace intervention (drumming circle) which includes excessive school discipline referrals as a risk factor for inclusion into the group. We have begun a School Wide Positive Behavior program (SwPBIS) which is guided by six important principles:

Develop a continuum of scientifically-based behavior and academic interventions and supports; Use data to make decisions and solve problems; Arrange the environment to prevent the development and occurrence of problem behavior; Teach and encourage pro-social skills and behaviors; Implement evidence-based behavioral practices with fidelity and accountability; and Screen universally and monitor student performance & progress continuously. We recognize that behavior is functionally related to the teaching environment.

School counselor led classroom guidance lessons promote social emotional development specific to friendship skills, peer pressure, and bullying prevention. School counselors organize small group counseling for students identified as needed by Tier 2 behavioral support. Our Principal monitors the bullying hotline, adhering to district Bullying Policies and Procedures. District-wide implementation of Single School Culture.

School-wide appreciation of multicultural diversity.

Nutrition Programs

Our students in Grades 3,4 and 5 will utilize the "Commit to Be Fit" planners and program guides for nutrition and health, following the lead from the district's School Food Service Department. In addition, we have a community accessible "free breakfast" program and all of our students receive a free breakfast. Students are also offered a nutritionally balanced lunch with required choice options. Our cafeteria manager will provide the "Organ-Wise" Nutrition program will all Pre-K through 5 students. Our PE Teachers also run our Wellness initiatives.

Career and Technical Education

School counselors embrace the idea that Graduation is Everyone's Business and have incorporated the National Office for School Counselor Advocacy (NOSCA) 's Eight Components of College and Career Readiness Counseling in grades 3-5.

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

We also have a 21st Century CCLC Grant that services select students after school with tutorial

services.

Our entire Grade 5 Team will also be taking part in a district and Florida Atlantic University Partnership program that addresses Student Success Skills.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cara Hayden	Principal
Kelley Miranda	Parent
Victoria Valentine	Teacher
Rosa Martinez Gutierrez	Parent
Myra Moreno	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The members of the School Advisory Council reviewed the School Improvement Plan every month. Strategies and Title I budget allocations were carefully reviewed to maintain compliance. District Title I Support reviewed expenditures and the plan monthly, meeting with the Principal and the Assistant Principal, as well as our School Treasurer, to ensure compliance. Staff members reviewed and discussed goals and strategies within the plan during Learning Team Meetings, Faculty Meetings, and Professional Development opportunities.

Development of this school improvement plan

Input has been gathered at the end of the 2015 SY and will be revised at the first meeting of SY 2016 accordingly. Continuous discussions and input regarding the plan will be shared at every SAC Meeting. This draft plan will be reviewed with teachers during our first Professional Development Day, September 17, 2015 and with our School Advisory Council on September 2, as well as posted to our Edline page for review, input, suggestions, and recommendations.

Preparation of the school's annual budget and plan

The annual school budget is given to us by the district. The Title I Budget is presented to staff and SAC for input and agreement with appropriate expenditures. The majority of Title I funds are allocated for instructional resource positions to increase student achievement and monitor fidelity of instruction. Funds are also allocated for additional instructional materials to assist with the extended day program and Math instruction.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The majority of funds will be used for our Reading Coaches, and selected Resource Positions for Math, Writing and RtI positions, and a Parent Liaison. Additional funds were used for supplies and materials for both staff and parent meetings as well as Professional Development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We are currently inviting all parents and community members to become members of our School Advisory Council. We have contacted the district MultiCultural Department for members to meet the SAC requirements. The Principal extends personal invitations to parents and business partners to become members of the School Advisory Council. The Assistant Principal has contacted the District Specialist for School Improvement for recommendations/suggestions to meet compliance in this area.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hayden, Cara	Principal
Payner, Matthew	Assistant Principal
Connors, Christie	Instructional Media
Halpern, Abby	Other
Honaker, Jody	Other
Racow, Faith	Instructional Coach
Somoza, Kathleen	Other
Trent, Jennifer	Teacher, K-12
Torsiello, Torey	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include: parental involvement with literacy events and student involvement in reading and literacy activities, such as Read Across America. Support of all teachers teaching reading in an uninterrupted, 90-minute block. All students will take part in our Reading Counts competition, rewarding students for the most words read. All staff and students will be involved in the extended day program for Reading. Several Professional Development Workshops in the area of Reading such as Running Record Training, LLI, Words Their Way, etc. take place.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning time is allotted for all teachers on a 4 day rotation basis. Learning Team Meetings for all teachers are scheduled and facilitated by a full time Learning Team Facilitator and administration. These are on a 6-day rotation. Area Office Staff and District staff support our school in the Areas of Reading, Writing, Math, and Science. Professional Development opportunities are scheduled throughout the year to address critical needs, collaborative planning, and instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Assistant Principal works with all new teachers in the Educator Support Program. Veteran teachers mentor new teachers to our school via the Beginning Teacher Assistance Program. Additionally, veteran staff members have been assigned as "buddies" for "new to the building staff members" to encourage

retention of highly qualified staff. The hourly rate of pay for teachers for the extended day instructional hour plus the incentive payment for first year teachers is an added bonus to retain staff. Professional Development is offered to all staff to meet the needs of our students and district requirements, which is coordinated by our PD Contact, Yvette Anticole. We are working closely with area colleges and universities to hire teachers and assign interns to work with our staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have 9 teachers in our Educator Support Program (ESP). This program is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. The ESP is a program of support and induction for first year teachers and is designed to elicit evidence that a beginning teacher has demonstrated the required teaching competencies that promote student learning. Administrators also meet formally, as well as informally, with new staff to mentor and coach. School and district policies are reviewed and explained as well as the basic "to know, understand, and abide by" procedures as a new employee are discussed and reviewed. The orientation to Palm Beach can be overwhelming and sometimes a small group meeting helps to further explain the procedure, policy, program, etc. This also helps build a feeling of trust and professionalism with all team players.

The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school works closely with District and Area staff to ensure the core instructional program and materials are aligned to the Florida Standards. The new standards based report card, implemented K-5 this year, will ensure daily learning goals are aligned to the Florida Standards. All teachers will receive the Florida Standards in their Starlight Cove Resource Notebook and will incorporate such standards in all lesson plans. The "Performance Matters" and EDW programs will allow teachers to access/create/develop online learning assessments which are aligned to the Florida standards. Staff will be trained in a backwards design- starting with the standards and planning their lessons based upon those.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each teacher has access to the district's EDW portal and is responsible for entering their students' data, i.e. Running Records for Reading, etc. Learning Team Meetings review data and plans are made to differentiate instruction to meet the needs of diverse learners. The iObservations conducted provide teachers feedback regarding observations conducted. Conferences and data chats provide opportunities for modifications in instruction and strategies to assist students not meeting proficiency. Training and support will be given this year as we work with the "Performance Matters" program. This program, along with selected, approved, and recommended programs such as IReady for Math and

Reading Plus for Reading will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

A Saturday Tutorial Program will be offered in January through March to address the core academic subjects with selected students.

Strategy Rationale

The students assessment data indicate the need for additional tutorial opportunities to enhance and strengthen academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hayden, Cara, cara.hayden@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data used to identify the students for this tutorial program will be taken from the Winter Diagnostics and portfolio student data tracking, as well as any data from FSQ's (Florida Standards Quizzes), USA (Unit of Study Assessments) or other assessments administered by teachers. Teachers will meet during Learning Team Meetings to analyze data and effectiveness of the tutorial program. Articulation sessions will be conducted every other week to allow tutorial staff to discuss selected students with regular staff to analyze progress, assess needs, and plan to best meet the needs of these selected students enrolled in the tutorial program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to 2 ESE Pre-K classrooms, Parents/Guardians must attend workshops offered throughout the year. Homework and skill acquisition activities are shared with parents during individual parent conferences in an attempt to prepare our students to transition to Kindergarten. A summer backpack of learning tools such as flashcards, crayons, paper, and books are sent home for parents and students to practice the skills they have learned in the VPK program.

All incoming Kindergarten students at Starlight Cove Elementary School are assessed according to district and state guidelines using the Florida Assessments for Instruction in Reading (FAIR) to determine individual and small group instructional needs as well as individual student strengths and weaknesses. All students are assessed in phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comprehension, and basic math skills.

When parents and children come for the first time, they are offered a tour, and time to peruse our

handbooks, basic school information such as the SPAR Report, School Improvement Plan, student planners and agendas and yearbooks. All parents are given a copy of the Grade Level Expectations and Pupil Progression Plans. Whenever possible, we try to introduce the teacher and child to the new teacher(s) before the child actually starts school. Each child is assigned a buddy in the classroom to ease with transition and familiarity.

Sometimes our Safety Patrols are paired up with Kindergarten students to help them adjust to our campus as well. We also hold a special Kindergarten Orientation event entitled "A Welcome to the Success Express" in April of each school year. Parents and students are given a tour of our campus and visit Kindergarten classrooms. Parents also receive calendars, summer preparation packets and a welcome backpack with pencils, crayons, picture word cards, math fact cards, and other academic tools for their child. One of our Business Partners, Costco, provides free backpacks with basic school supplies to be given to students to ensure they are prepared each day for school and have a place to store planners and other materials.

A staggered-start is used at the beginning of each school year for Kindergarten students to appropriately adjust to school. Additionally, the Kindergarten Team holds monthly parent meetings and "make-and-take" nights throughout the year to keep parents informed and involved, as well as strengthen student skills.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase the rigor of standards based instruction utilizing the Florida State Standards, then focused student learning will increase along with overall school performance data by at least a 10% increase in proficiency scores.
- G2.** If we increase parental and community involvement to support student achievement, then student learning will increase along with overall student performance data.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase the rigor of standards based instruction utilizing the Florida State Standards, then focused student learning will increase along with overall school performance data by at least a 10% increase in proficiency scores. 1a

G069964

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
CELLA Writing Proficiency	36.0

Resources Available to Support the Goal 2

- Title I and district budgets provide instructional staff and training.
- Extended day program is provided for all students.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of the rigor of the Florida Standards
- Need for parental awareness of new Florida standards and assessments

Plan to Monitor Progress Toward G1. 8

Assessments and observation data will be collected and reviewed to determine progress toward the goal.

Person Responsible

Matthew Payner

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

iObservation reports and assessment data will be on file.

Plan to Monitor Progress Toward G1. 8

Student achievement will increase

Person Responsible

Cara Hayden

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Assessment data will be monitored during LTM, data chats, conferences which will include EDW reports from diagnostics, etc.

G2. If we increase parental and community involvement to support student achievement, then student learning will increase along with overall student performance data. 1a

 G069965

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Resources Available to Support the Goal 2

- CLF, ESOL Coordinator, PTA, SAC, Title 1, Teachers, Instructional Coaches, Parents, Community Stakeholders

Targeted Barriers to Achieving the Goal 3

- Lack of parental understanding of Florida Standards, expectations of students and student data.

Plan to Monitor Progress Toward G2. 8

Feedback surveys, Evidence of student APPT folders/portfolios

Person Responsible

Jody Honaker

Schedule

Triannually, from 9/1/2015 to 6/3/2016

Evidence of Completion

Parent, Teacher, Student Surveys and student APTT folders/portfolio work samples

Plan to Monitor Progress Toward G2. 8

Parental effectiveness survey, sign-in sheets (monitoring of continual participation of parents)

Person Responsible

Matthew Payner

Schedule

On 6/3/2016

Evidence of Completion


Survey and parent sign-in logs and records

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase the rigor of standards based instruction utilizing the Florida State Standards, then focused student learning will increase along with overall school performance data by at least a 10% increase in proficiency scores. **1**

 G069964

G1.B1 Teacher knowledge of the rigor of the Florida Standards **2**

 B182107

G1.B1.S1 Establish and support an ongoing PLC to allow teachers to plan with support to address standards. **4**

 S193790

Strategy Rationale

Teachers need to be knowledgeable of new Florida standards and programs taught to address needs.

Action Step 1 **5**

SBLT will create a schedule of LTMs.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.

Action Step 2 5

The SBLT will identify the purpose and expectations for LTM

Person Responsible

Matthew Payner

Schedule

On 7/30/2016

Evidence of Completion

Action Step 3 5

SBLT will attend and monitor PLC's.

Person Responsible

Cara Hayden

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

PLC logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School Leadership will collect and monitor evidence per unit of study, including, but not limited to, learning goals and scales, common assessment data, student work samples, enrichment and re-teaching lesson plans as well as tracking of individual student progress via portfolios.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 7/1/2015 to 7/1/2015

Evidence of Completion

Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations will monitor for full implementation and fidelity of professional development

Person Responsible

Cara Hayden

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Observations will be on file in iObservation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Support Staff, School Resource Teachers and Coaches will work with teachers for implementation and provide assistance as needed and requested for specific areas of Professional Development being implemented in classrooms such as Close Reading lessons, Words Their Way, Running Records. Administrators will monitor lesson plans and conduct observations, data chats, and assessment results for implementation as well.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Classroom observations will be on file, lesson plans on file, coaches logs on file.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student assessment data through teacher and student data-chats.

Person Responsible

Cara Hayden

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

FSA results, FSQ's, USA's, district diagnostic data, formative and summative classroom assessments, student portfolios.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team will review classroom walkthrough data.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

iObservation data, informal and formal teacher observations, data chats, etc.

G1.B1.S2 Curriculum Resource Teachers will be hired with Title I funds to assist with standards based instruction. 4

 S193791

Strategy Rationale

Approximately 15% of the instructional staff is new to our school, Florida and/or the teaching profession.

Action Step 1 5

Hire Math Coach to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Staff will be in the positions - position control roster on file

Action Step 2 5

Hire Reading Coaches to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Training and schedules on file

Person Responsible

Cara Hayden

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Logs, agendas, schedules kept on file

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student achievement data and observation data

Person Responsible

Cara Hayden

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data will show growth and VAM data will show growth, etc.

G1.B1.S3 Provide research based curriculum programs to meet the rigor of the new Florida Standards.

4

 S193792

Strategy Rationale

Funding needs to be allocated to purchase the programs and accompanying Professional Development.

Action Step 1 5

Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies

Person Responsible

Matthew Payner

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Materials and purchase orders on file and data indicates implementation

Action Step 2 5

Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.

Person Responsible

Matthew Payner

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Agendas will be on file, assessment reports and student performance records on file, parent conference logs on file, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Purchase curricular materials to purchase the programs and accompanying Professional Development. Continually share district information regarding curriculum needs, etc. Cohort staff members attend training and share as needed.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Materials and purchase orders on file, assessment data, logs, agendas, etc.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data from programs will be reviewed by teachers and Leadership

Person Responsible

Cara Hayden

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Assessment data from online programs as well as from Performance Matters data will be on file

G1.B1.S4 Implement effective planning time **4**

 S193793

Strategy Rationale

The effective use of common planning time will impact instructional practices in a positive way and student achievement.

Action Step 1 **5**

The SBLT at Starlight Cove Elementary will maintain a coverage schedule to allow for instructional planning by team and academic focus.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Copy of the coverage schedule

Action Step 2 **5**

The SBLT at Starlight Cove will identify the purpose and set expectations for common planning sessions and share with staff.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Meeting agenda; Copy of the common planning expectations

Action Step 3 5

The SBLT and faculty at Starlight Cove will implement the expectations for common planning.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Agendas from common planning sessions; Teachers' lesson plans; Learning Team Meeting agendas/notes

Action Step 4 5

Based on classroom walkthroughs and observations, the Administrative team at Starlight Cove will provide feedback to the school based leadership including instructional coaches on the effective instructional delivery of the lessons developed during common planning.

Person Responsible

Cara Hayden

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Coaches' logs; SBLT meeting agendas and notes

Action Step 5 5

The instructional coaches at Starlight Cove Elementary will provide support to teachers utilizing the entry points along the Coaching Continuum.

Person Responsible

Cara Hayden

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Coaches' logs

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Collection of evidence (i.e. agendas, lesson plans, updated common planning schedule; walkthrough data; informal/formal observations; coaches' logs)

Person Responsible

Cara Hayden

Schedule

On 6/4/2015

Evidence of Completion

LTM/Common planning agendas; Coaches' logs; Classroom walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas and Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Classroom Walkthroughs; Informal/Formal Observations; Student Achievement Data

Person Responsible

Cara Hayden


Schedule

On 6/4/2015

Evidence of Completion

LTM/Common Planning Agendas; Coaches' Logs; Classroom Walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas/Notes

G1.B1.S5 Train teachers to understand and implement a true backwards design based upon the Florida Standards to increase their rigor. Teachers will learn how to identify the results desired based upon the Florida Standards. Teachers will learn to determine acceptable levels of evidence that support those desired results. Teachers will learn to design activities, lessons, assessments, and learning goals and scales that will make desired results happen. 4

 S193794

Strategy Rationale

The rigor of instruction will increase as teachers better understand the standards and design their lessons from them.

Action Step 1 5

Develop a schedule for job embedded PD based upon needs.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Schedule on file

Action Step 2 5

Plan for job embedded PD with teacher leaders and SBLT by developing look-fors and a Learning Goal and Scale for the teaching of a Backwards Design.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Learning Goals and Scales for implementing successful backwards design on file.

Action Step 3 5

Implement PD

Person Responsible

Cara Hayden

Schedule

Every 6 Weeks, from 7/1/2015 to 6/30/2016

Evidence of Completion

Action Step 4 5

Monitor and observe the implementation

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

iObservation data, teacher-created goals and scales on file.

Action Step 5 5

Provide feedback

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

iObservation data, feedback via PLC's and individually.

Action Step 6 5

Differentiate support to teachers based upon feedback and observation data.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

iObservation data, feedback via PLC's and individually.

Action Step 7 5

Showcase "A"wesome, Star teachers

Person Responsible

Cara Hayden

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PLC, Faculty and Team Meeting agendas.

G1.B2 Need for parental awareness of new Florida standards and assessments **2**

 B182108

G1.B2.S1 Provide meetings, workshops, call out systems, edline, etc. to educate and inform parents. Implement the Reading Plus, IReady Math, and other district approved online programs. **4**

 S193795

Strategy Rationale

Parents need to understand the importance of attendance, school hours and the rigor needed for student success.

Action Step 1 **5**

All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.

Person Responsible

Matthew Payner

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, attendance records, parent conference logs, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Attendance records will be monitored, week to week and month to month to show improvement and change

Person Responsible

Matthew Payner

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will track daily attendance, attendance clerk will track weekly attendance, and guidance counselors will monitor all attendance records.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Resource Teacher Logs will document implementation; agendas, sign in sheets, presentations will be on file and reviewed by leadership team.

Person Responsible

Cara Hayden


Schedule

Biweekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Logs, PMRN reports, agendas, notes on file.

G2. If we increase parental and community involvement to support student achievement, then student learning will increase along with overall student performance data. 1

 G069965

G2.B4 Lack of parental understanding of Florida Standards, expectations of students and student data. 2

 B182113

G2.B4.S1 Incorporate APTT (Academic Parent Teacher Teams) 4

 S193796

Strategy Rationale

Create a partnership between parents, community and school.

Action Step 1 5

Provide training to all admin and homeroom teachers in the APTT process.

Person Responsible

Jody Honaker

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agenda, sign in sheets, hand outs, etc.

Action Step 2 5

Implement 3 APTT Team Meetings (Parent / Teacher Community Meetings) reviewing individual class specific standards data.

Person Responsible

Cara Hayden

Schedule

On 6/30/2016

Evidence of Completion

Agendas and sign in sheets

Action Step 3 5

Ensure APTT Meetings focus on current academic levels of students and what parents and teachers will do to intervene. Parents given take-home instructions on how to help their child in specific areas.

Person Responsible

Jody Honaker

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Survey data, notes from meetings.

Action Step 4 5

Administer follow-up surveys to parents identifying level of impact on learning, other positives and things to address during APTT Meetings.

Person Responsible

Matthew Payner

Schedule

Triannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Survey data on file.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Collection of parent sign-in sheets, APTT meeting agendas, invitations to parents, phone call-outs and text communication to parents, feedback surveys to teachers

Person Responsible

Jody Honaker

Schedule

Triannually, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agendas, invitations/flyers, call records and text record, teacher survey

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teacher/Parent/Student Effectiveness Survey, APTT Team review of student portfolios

Person Responsible

Jody Honaker

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Parent, Teacher and Student Survey results, APTT student folders/samples

G2.B4.S2 Provide ongoing learning for parents to bridge the gap between home and school. 4

S193797

Strategy Rationale

Educate parents in English and home language with a specific emphasis on academic and school related vocabulary, expectations, and standards

Action Step 1 5

Provide workshops for parents in home language utilizing parent liaisons, CLF's and computer assisted technology.

Person Responsible

Matthew Payner

Schedule

On 6/30/2016

Evidence of Completion

Action Step 2 5

Implement "Learn the Lingo" Spanish-English classes for Spanish speaking parents with Confidential Secretary.

Person Responsible

Cara Hayden

Schedule

Biweekly, from 10/8/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Collection of sign-in sheets for parental participation, reviewing agendas for the training(s)

Person Responsible

Matthew Payner

Schedule

Biweekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets from parental participation, meeting/training agendas

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Parental survey with feedback

Person Responsible

Matthew Payner

Schedule

Semiannually, from 9/1/2015 to 6/3/2016

Evidence of Completion

Effectiveness Survey

G2.B4.S3 Provide training and support to fathers and other male role models in children's lives by organizing ARMY Dads (Active, Responsible, Men for Youth) presentations. 4

 S193798

Strategy Rationale

Male role models in children's lives increase student achievement and decrease misbehavior.

Action Step 1 5

Present workshops to support fathers and male role models that helps them relate to their children.

Person Responsible

Matthew Payner

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Invite Fathers and male-role models to meetings.

Person Responsible

Matthew Payner

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agenda, presentation, and sign in will be on file.

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Hold "make and take' sessions with fathers

Person Responsible

Schedule

Semiannually, from 10/1/2015 to 6/1/2016

Evidence of Completion

photos, agendas and surveys.

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Solicit feedback from participants to drive subsequent meetings.

Person Responsible

Matthew Payner

Schedule

Semiannually, from 10/1/2015 to 6/1/2016

Evidence of Completion

Feedback surveys.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Monitoring of student achievement data and parental effectiveness survey

Person Responsible

Matthew Payner

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Increased proficiency and learning gains within student data, parental participation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	SBLT will create a schedule of LTMs.	Hayden, Cara	7/1/2015	Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.	6/30/2016 one-time
G1.B1.S2.A1	Hire Math Coach to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.	Hayden, Cara	7/1/2015	Staff will be in the positions - position control roster on file	6/30/2016 one-time
G1.B1.S3.A1	Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies	Payner, Matthew	7/1/2015	Materials and purchase orders on file and data indicates implementation	6/30/2016 semiannually
G1.B1.S4.A1	The SBLT at Starlight Cove Elementary will maintain a coverage schedule to allow for instructional planning by team and academic focus.	Hayden, Cara	7/1/2015	Copy of the coverage schedule	6/30/2016 one-time
G1.B1.S5.A1	Develop a schedule for job embedded PD based upon needs.	Hayden, Cara	7/1/2015	Schedule on file	6/30/2016 one-time
G1.B2.S1.A1	All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.	Payner, Matthew	8/18/2014	Sign in sheets, attendance records, parent conference logs, etc.	6/5/2015 daily
G2.B4.S1.A1	Provide training to all admin and homeroom teachers in the APTT process.	Honaker, Jody	7/1/2015	Agenda, sign in sheets, hand outs, etc.	6/30/2016 quarterly
G2.B4.S2.A1	Provide workshops for parents in home language utilizing parent liaisons, CLF's and computer assisted technology.	Payner, Matthew	7/1/2015		6/30/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S3.A1	Present workshops to support fathers and male role models that helps them relate to their children.	Payner, Matthew	7/1/2015		6/30/2016 semiannually
G1.B1.S1.A2	The SBLT will identify the purpose and expectations for LTM	Payner, Matthew	6/1/2015		7/30/2016 one-time
G1.B1.S2.A2	Hire Reading Coaches to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.	Hayden, Cara	7/1/2015		6/30/2016 one-time
G1.B1.S3.A2	Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.	Payner, Matthew	9/3/2014	Agendas will be on file, assessment reports and student performance records on file, parent conference logs on file, etc.	5/29/2015 monthly
G1.B1.S4.A2	The SBLT at Starlight Cove will identify the purpose and set expectations for common planning sessions and share with staff.	Hayden, Cara	7/1/2015	Meeting agenda; Copy of the common planning expectations	6/30/2016 one-time
G1.B1.S5.A2	Plan for job embedded PD with teacher leaders and SBLT by developing look-fors and a Learning Goal and Scale for the teaching of a Backwards Design.	Hayden, Cara	7/1/2015	Learning Goals and Scales for implementing successful backwards design on file.	6/30/2016 one-time
G2.B4.S1.A2	Implement 3 APTT Team Meetings (Parent / Teacher Community Meetings) reviewing individual class specific standards data.	Hayden, Cara	7/1/2015	Agendas and sign in sheets	6/30/2016 one-time
G2.B4.S2.A2	Implement "Learn the Lingo" Spanish-English classes for Spanish speaking parents with Confidential Secretary.	Hayden, Cara	10/8/2015		6/1/2016 biweekly
G1.B1.S1.A3	SBLT will attend and monitor PLC's.	Hayden, Cara	7/1/2015	PLC logs.	6/30/2016 daily
G1.B1.S4.A3	The SBLT and faculty at Starlight Cove will implement the expectations for common planning.	Hayden, Cara	7/1/2015	Agendas from common planning sessions; Teachers' lesson plans; Learning Team Meeting agendas/notes	6/30/2016 one-time
G1.B1.S5.A3	Implement PD	Hayden, Cara	7/1/2015		6/30/2016 every-6-weeks
G2.B4.S1.A3	Ensure APTT Meetings focus on current academic levels of students and what parents and teachers will do to intervene. Parents given take-home instructions on how to help their child in specific areas.	Honaker, Jody	7/1/2015	Survey data, notes from meetings.	6/30/2016 semiannually
G1.B1.S4.A4	Based on classroom walkthroughs and observations, the Administrative team at Starlight Cove will provide feedback to the school based leadership including instructional coaches on the effective instructional delivery of the lessons developed during common planning.	Hayden, Cara	7/1/2015	Coaches' logs; SBLT meeting agendas and notes	6/30/2016 monthly
G1.B1.S5.A4	Monitor and observe the implementation	Hayden, Cara	7/1/2015	iObservation data, teacher-created goals and scales on file.	6/30/2016 weekly
G2.B4.S1.A4	Administer follow-up surveys to parents identifying level of impact on learning, other positives and things to address during APTT Meetings.	Payner, Matthew	7/1/2015	Survey data on file.	6/30/2016 triannually
G1.B1.S4.A5	The instructional coaches at Starlight Cove Elementary will provide support	Hayden, Cara	7/1/2015	Coaches' logs	6/30/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to teachers utilizing the entry points along the Coaching Continuum.				
G1.B1.S5.A5	Provide feedback	Hayden, Cara	7/1/2015	iObservation data, feedback via PLC's and individually.	6/30/2016 weekly
G1.B1.S5.A6	Differentiate support to teachers based upon feedback and observation data.	Hayden, Cara	7/1/2015	iObservation data, feedback via PLC's and individually.	6/30/2016 weekly
G1.B1.S5.A7	Showcase "A"wesome, Star teachers	Hayden, Cara	7/1/2015	PLC, Faculty and Team Meeting agendas.	6/30/2016 monthly
G1.MA1	Assessments and observation data will be collected and reviewed to determine progress toward the goal.	Payner, Matthew	8/12/2014	iObservation reports and assessment data will be on file.	6/5/2015 biweekly
G1.MA2	Student achievement will increase	Hayden, Cara	10/1/2014	Assessment data will be monitored during LTM, data chats, conferences which will include EDW reports from diagnostics, etc.	6/1/2015 weekly
G1.B1.S1.MA1	Student assessment data through teacher and student data-chats.	Hayden, Cara	7/1/2015	FSA results, FSQ's, USA's, district diagnostic data, formative and summative classroom assessments, student portfolios.	6/30/2016 quarterly
G1.B1.S1.MA5	Leadership team will review classroom walkthrough data.	Hayden, Cara	7/1/2015	iObservation data, informal and formal teacher observations, data chats, etc.	6/30/2016 weekly
G1.B1.S1.MA1	School Leadership will collect and monitor evidence per unit of study, including, but not limited to, learning goals and scales, common assessment data, student work samples, enrichment and re-teaching lesson plans as well as tracking of individual student progress via portfolios.	Hayden, Cara	7/1/2015	Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.	7/1/2015 biweekly
G1.B1.S1.MA3	Classroom observations will monitor for full implementation and fidelity of professional development	Hayden, Cara	7/1/2015	Observations will be on file in iObservation	6/30/2016 daily
G1.B1.S1.MA4	Support Staff, School Resource Teachers and Coaches will work with teachers for implementation and provide assistance as needed and requested for specific areas of Professional Development being implemented in classrooms such as Close Reading lessons, Words Their Way, Running Records. Administrators will monitor lesson plans and conduct observations, data chats, and assessment results for implementation as well.	Hayden, Cara	7/1/2015	Classroom observations will be on file, lesson plans on file, coaches logs on file.	6/30/2016 weekly
G1.B2.S1.MA1	Resource Teacher Logs will document implementation; agendas, sign in sheets, presentations will be on file and reviewed by leadership team.	Hayden, Cara	9/3/2014	Logs, PMRN reports, agendas, notes on file.	5/29/2015 biweekly
G1.B2.S1.MA1	Attendance records will be monitored, week to week and month to month to show improvement and change	Payner, Matthew	8/18/2014	Teachers will track daily attendance, attendance clerk will track weekly attendance, and guidance counselors will monitor all attendance records.	6/4/2015 biweekly
G1.B1.S2.MA1	Student achievement data and observation data	Hayden, Cara	8/18/2014	Data will show growth and VAM data will show growth, etc.	6/5/2015 daily
G1.B1.S2.MA1	Training and schedules on file	Hayden, Cara	8/12/2014	Logs, agendas, schedules kept on file	6/5/2015 daily
G1.B1.S3.MA1	Data from programs will be reviewed by teachers and Leadership	Hayden, Cara	9/5/2014	Assessment data from online programs as well as from Performance Matters data will be on file	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Purchase curricular materials to purchase the programs and accompanying Professional Development. Continually share district information regarding curriculum needs, etc. Cohort staff members attend training and share as needed.	Hayden, Cara	8/25/2014	Materials and purchase orders on file, assessment data, logs, agendas, etc.	5/29/2015 biweekly
G1.B1.S4.MA1	Classroom Walkthroughs; Informal/Formal Observations; Student Achievement Data	Hayden, Cara	10/3/2014	LTM/Common Planning Agendas; Coaches' Logs; Classroom Walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas/Notes	6/4/2015 one-time
G1.B1.S4.MA1	Collection of evidence (i.e. agendas, lesson plans, updated common planning schedule; walkthrough data; informal/formal observations; coaches' logs)	Hayden, Cara	10/3/2014	LTM/Common planning agendas; Coaches' logs; Classroom walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas and Notes	6/4/2015 one-time
G2.MA1	Feedback surveys, Evidence of student APPT folders/portfolios	Honaker, Jody	9/1/2015	Parent, Teacher, Student Surveys and student APPT folders/portfolio work samples	6/3/2016 triannually
G2.MA2	Parental effectiveness survey, sign-in sheets (monitoring of continual participation of parents)	Payner, Matthew	9/1/2015	Survey and parent sign-in logs and records	6/3/2016 one-time
G2.B4.S1.MA1	Teacher/Parent/Student Effectiveness Survey, APPT Team review of student portfolios	Honaker, Jody	9/1/2015	Parent, Teacher and Student Survey results, APPT student folders/samples	6/3/2016 monthly
G2.B4.S1.MA1	Collection of parent sign-in sheets, APPT meeting agendas, invitations to parents, phone call-outs and text communication to parents, feedback surveys to teachers	Honaker, Jody	9/1/2015	Sign-in sheets, agendas, invitations/flyers, call records and text record, teacher survey	6/3/2016 triannually
G2.B4.S2.MA1	Parental survey with feedback	Payner, Matthew	9/1/2015	Effectiveness Survey	6/3/2016 semiannually
G2.B4.S2.MA1	Collection of sign-in sheets for parental participation, reviewing agendas for the training(s)	Payner, Matthew	9/1/2015	Sign-in sheets from parental participation, meeting/training agendas	6/3/2016 biweekly
G2.B4.S3.MA1	Monitoring of student achievement data and parental effectiveness survey	Payner, Matthew	7/1/2015	Increased proficiency and learning gains within student data, parental participation	6/30/2016 semiannually
G2.B4.S3.MA1	Invite Fathers and male-role models to meetings.	Payner, Matthew	7/1/2015	Agenda, presentation, and sign in will be on file.	6/30/2016 semiannually
G2.B4.S3.MA3	Hold "make and take" sessions with fathers		10/1/2015	photos, agendas and surveys.	6/1/2016 semiannually
G2.B4.S3.MA4	Solicit feedback from participants to drive subsequent meetings.	Payner, Matthew	10/1/2015	Feedback surveys.	6/1/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase the rigor of standards based instruction utilizing the Florida State Standards, then focused student learning will increase along with overall school performance data by at least a 10% increase in proficiency scores.

G1.B1 Teacher knowledge of the rigor of the Florida Standards

G1.B1.S2 Curriculum Resource Teachers will be hired with Title I funds to assist with standards based instruction.

PD Opportunity 1

Hire Math Coach to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.

Facilitator

School Administrators, district and area staff by specific subject, training for IReady and Reading Plus from respective companies

Participants

Resource teachers and coach, teachers K-5 as appropriate to programs

Schedule

On 6/30/2016

G1.B1.S5 Train teachers to understand and implement a true backwards design based upon the Florida Standards to increase their rigor. Teachers will learn how to identify the results desired based upon the Florida Standards. Teachers will learn to determine acceptable levels of evidence that support those desired results. Teachers will learn to design activities, lessons, assessments, and learning goals and scales that will make desired results happen.

PD Opportunity 1

Implement PD

Facilitator

SBLT

Participants

All Teachers

Schedule

Every 6 Weeks, from 7/1/2015 to 6/30/2016

G2. If we increase parental and community involvement to support student achievement, then student learning will increase along with overall student performance data.

G2.B4 Lack of parental understanding of Florida Standards, expectations of students and student data.

G2.B4.S1 Incorporate APTT (Academic Parent Teacher Teams)

PD Opportunity 1

Provide training to all admin and homeroom teachers in the APTT process.

Facilitator

APTT & Title 1 Specialists

Participants

Starlight Cove APTT School Based Team and All homeroom teachers

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

G2.B4.S2 Provide ongoing learning for parents to bridge the gap between home and school.

PD Opportunity 1

Provide workshops for parents in home language utilizing parent liaisons, CLF's and computer assisted technology.

Facilitator

Jody Honaker

Participants

Parents, Community Stakeholders, and school staff/faculty

Schedule

On 6/30/2016

G2.B4.S3 Provide training and support to fathers and other male role models in children's lives by organizing ARMY Dads (Active, Responsible, Men for Youth) presentations.

PD Opportunity 1

Present workshops to support fathers and male role models that helps them relate to their children.

Facilitator

Matthew Payner

Participants

Fathers, family male role models.

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase the rigor of standards based instruction utilizing the Florida State Standards, then focused student learning will increase along with overall school performance data by at least a 10% increase in proficiency scores.

G1.B1 Teacher knowledge of the rigor of the Florida Standards

G1.B1.S3 Provide research based curriculum programs to meet the rigor of the new Florida Standards.

PD Opportunity 1

Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies

Facilitator

Area Office and Program sponsors

Participants

All teachers and students

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

PD Opportunity 2

Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.

Facilitator

Matthew Payner and online instructional material developers

Participants

Staff and parents

Schedule

Monthly, from 9/3/2014 to 5/29/2015

G1.B2 Need for parental awareness of new Florida standards and assessments

G1.B2.S1 Provide meetings, workshops, call out systems, edline, etc. to educate and inform parents. Implement the Reading Plus, IReady Math, and other district approved online programs.

PD Opportunity 1

All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.

Facilitator

Matthew Payner, Assistant Principal, Staff, and Counselors of Starlight Cove Elementary

Participants

staff, students, and parents

Schedule

Daily, from 8/18/2014 to 6/5/2015

Budget

Budget Data						
1	G1.B1.S1.A1	SBLT will create a schedule of LTMs.				\$100,609.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Starlight Cove Elementary Schl			\$1,530.00
<i>Notes: Substitutes for PD</i>						
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$97,512.00
<i>Notes: Coaches math and 2 literacy (.5 positions)</i>						
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$1,500.00
<i>Notes: I ready training</i>						
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$67.00
<i>Notes: Training materials such as chart paper, ink, copy paper, markers, highlighters, sticky notes, file folders, notebook dividers, etc. for EDW reports and Performance Matters tracking reports</i>						
2	G1.B1.S1.A2	The SBLT will identify the purpose and expectations for LTM				\$0.00
3	G1.B1.S1.A3	SBLT will attend and monitor PLC's.				\$0.00

Budget Data						
4	G1.B1.S2.A1	Hire Math Coach to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.				\$160,959.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Starlight Cove Elementary Schl			\$17,102.00
			<i>Notes: Provide tutorials for small groups based on data from assessments</i>			
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$133,457.00
			<i>Notes: Resource teachers with benefits, retirement: Math Resource position, Rtl position, and half positions of Literacy Resource Teacher</i>			
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$10,400.00
			<i>Notes: Classroom supplies such as paper, ink, chart paper, pens, sticky notes, pencils, student journals/composition notebooks, literacy books, IReady workbooks, weekly newsreaders, and general classroom supplies</i>			
5	G1.B1.S2.A2	Hire Reading Coaches to work with small groups, track student progress, provide interventions, in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards.				\$0.00
6	G1.B1.S3.A1	Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies				\$15,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$15,200.00
			<i>Notes: Reading Plus for 3-5 I Ready Math K-12 Studies Weekly 3-5</i>			
7	G1.B1.S3.A2	Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.				\$1,755.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$1,755.00
			<i>Notes: Materials for parent workshops, paper and ink for parent communication, math manipulatives and reading materials for APTT program.</i>			
8	G1.B1.S4.A1	The SBLT at Starlight Cove Elementary will maintain a coverage schedule to allow for instructional planning by team and academic focus.				\$0.00
9	G1.B1.S4.A2	The SBLT at Starlight Cove will identify the purpose and set expectations for common planning sessions and share with staff.				\$0.00

Budget Data						
10	G1.B1.S4.A3	The SBLT and faculty at Starlight Cove will implement the expectations for common planning.				\$4,273.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0771 - Starlight Cove Elementary Schl			\$4,273.00
			<i>Notes: Collegial Planning outside of school day</i>			
11	G1.B1.S4.A4	Based on classroom walkthroughs and observations, the Administrative team at Starlight Cove will provide feedback to the school based leadership including instructional coaches on the effective instructional delivery of the lessons developed during common planning.				\$0.00
12	G1.B1.S4.A5	The instructional coaches at Starlight Cove Elementary will provide support to teachers utilizing the entry points along the Coaching Continuum.				\$0.00
13	G1.B1.S5.A1	Develop a schedule for job embedded PD based upon needs.				\$0.00
14	G1.B1.S5.A2	Plan for job embedded PD with teacher leaders and SBLT by developing look-fors and a Learning Goal and Scale for the teaching of a Backwards Design.				\$0.00
15	G1.B1.S5.A3	Implement PD				\$0.00
16	G1.B1.S5.A4	Monitor and observe the implementation				\$0.00
17	G1.B1.S5.A5	Provide feedback				\$0.00
18	G1.B1.S5.A6	Differentiate support to teachers based upon feedback and observation data.				\$0.00
19	G1.B1.S5.A7	Showcase "A"wesome, Star teachers				\$0.00
20	G1.B2.S1.A1	All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.				\$0.00
21	G2.B4.S1.A1	Provide training to all admin and homeroom teachers in the APTT process.				\$0.00
22	G2.B4.S1.A2	Implement 3 APTT Team Meetings (Parent / Teacher Community Meetings) reviewing individual class specific standards data.				\$11,617.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	100-Salaries	0771 - Starlight Cove Elementary Schl	Title I Part A		\$11,617.00
			<i>Notes: Pay instructors to provide parental PD on standards based learning for their children</i>			
23	G2.B4.S1.A3	Ensure APTT Meetings focus on current academic levels of students and what parents and teachers will do to intervene. Parents given take-home instructions on how to help their child in specific areas.				\$4,999.16
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0771 - Starlight Cove Elementary Schl	Title I Part A		\$4,999.16
24	G2.B4.S1.A4	Administer follow-up surveys to parents identifying level of impact on learning, other positives and things to address during APTT Meetings.				\$0.00
25	G2.B4.S2.A1	Provide workshops for parents in home language utilizing parent liaisons, CLF's and computer assisted technology.				\$0.00
26	G2.B4.S2.A2	Implement "Learn the Lingo" Spanish-English classes for Spanish speaking parents with Confidential Secretary.				\$0.00
27	G2.B4.S3.A1	Present workshops to support fathers and male role models that helps them relate to their children.				\$0.00
					Total:	\$299,412.16