

The School District of Palm Beach County

Starlight Cove Elementary School



2017-18 Schoolwide Improvement Plan

Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

<https://sces.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	D

**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 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	47

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Starlight Cove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 on the Florida Assessments. Together we are working to ensure academic success and meet the needs of our diverse learning community.

b. Provide the school's vision statement.

The vision of Starlight Cove is to enhance the learning opportunities for all students to become productive citizens prepared for secondary school and post-graduate success.

2. School Environment

a. 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.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are collaborating in student-centered, personalized environments.

Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students are supported in owning their own data and are active in establishing academic goals.

Our Health and Wellness/Medical Sciences Choice Program is in place to allow students to be exposed to purposeful, relevant, and real-world activities to connect and apply their knowledge.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

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.. Our School Counselors implement the Character Counts Education Program. Students caught doing the right thing and excell in iReady programs are given one of 10 "Principal's 200" tickets for a chance to be rewarded with a mystery motivator.

Finally, all students partake in earning points through Liveschool, which allows teachers to track behavior and compliance in real time via computers, smartphones and tablets. Students earn points which can be used to purchase privileges and rewards.

c. 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, a Team Player,an Achiever, and Respectful at all times.

d. 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 second year as a Health and Wellness/Medical 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.

In addition, we are an AVID (Advancement Via Individual Determination) School and in year 2 of implementation. Specific focus is on Grade 4 and 5 students, with the plan to gradually increase school-wide by successive grade level. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID teaches skills and behaviors for academic success, Provides intensive support with tutorials and strong student/teacher relationships, Creates a positive peer group for students, and Develops a sense of hope for personal achievement gained through hard work and determination

School Based Team Meetings and monitoring of student Tier intervention is coordinated by our guidance counselor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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%
 * Nearly 18 Grade 4 and 5 students receive one ore more suspensions.
 * Although students were promoted, several are promoted not meeting Pupil Progression standards in the areas of Reading and Math

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	19	22	19	13	20	0	0	0	0	0	0	0	116
One or more suspensions	3	1	1	3	8	10	0	0	0	0	0	0	0	26
Course failure in ELA or Math	65	80	81	126	78	128	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	73	57	68	0	0	0	0	0	0	0	198

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	16	14	17	78	55	80	0	0	0	0	0	0	0	260

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

Members of the School Based Team and PLC's meet with teachers to identify specific student needs to address academic and behavioral deficiencies. Plans are written to include meeting the needs of the diverse learners utilizing Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Foundations, Small Group Differentiated Instruction, 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 PLC 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 with all staff. Conferences with students and parents are held, student contracts are developed and agreed to, and goal setting plans are made as necessary.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/445382>.

2. Description

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

2. 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. Our 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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 Rtl processes
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs.

We now have a dedicated Guidance Counselor to ensure fidelity of meetings and ensure intervention follow up. This individual assists with 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.

2. 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 Rtl 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 Coach, and SSC Coordinator, Guidance staff, speech pathologist, school nurse, 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 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), and set up McKinney-Vinto Transportation if necessary.

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 1-5 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cara Hayden	Principal
Kelley Miranda	Parent
Victoria Valentine	Teacher
Maria Palacios	Parent
Jose Barrios	Business/Community
Samantha Gedeon	Parent
Widline Pierre	Teacher
Dianne Pino	Business/Community
Francesca Currarino	Parent
Maria Pozzulo	Parent
Derlinks Joseph	Parent
Yesenia Diaz	Parent
Marixa Silva	Parent
Jessica Montanez	Parent
Robert Miller	Parent
Malissa Miller	Parent
Susana Martinez	Parent
Felicita Giron de Tabora	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. Development of this school improvement plan

Input has been gathered at the end of the 2017 SY and will be revised at the first meeting of SY 2018 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 2017 and with our School Advisory Council in September 2017, as well as posted to our Edline page for review, input, suggestions, and recommendations.

c. 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.

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

The majority of funds were used for staff positions such as a Reading Coach, Academic Tutors, and tutorials. Additional funds were used for supplies and materials for both staff and parent meetings as well as Professional Development.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hayden, Cara	Principal
Payner, Matthew	Assistant Principal
Connors, Christie	Instructional Media
Honaker, Jody	Other
Racow, Faith	Instructional Coach
Somoza, Kathleen	Other
White, Cassandra	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning time in Professional Learning Communities (PLCs) is allotted for all teachers on a 5 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 5-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.

The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) include Research-based protocols to focus the meetings on students' academic needs and how students might be assessed.

Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

2. 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, We are working closely with area colleges and universities to hire teachers and assign interns to work with our staff. We also hold BTAP or Beginning Teacher Assistance Program Meetings along with ESP meetings.

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

We have 5 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, 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.

Student data is constantly being reviewed at PLC Meetings. An ongoing, consistently updated, database of where students scored on USA, FSQ and PBPA Assessments in relation to the district, other area schools and classrooms is kept. It is reviewed by the leadership team to ensure best practices and most appropriate instruction.

b. Instructional Strategies

1. 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 and Performance Matters portals 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. IReady for Reading and Math and Reading Plus for Reading will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

2. 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: After School Program

Minutes added to school year: 4,320

An After-School Tutorial Program will be offered.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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 portfolio student data tracking, classroom assessments as well as data from FSQ's (Florida Standards Quizzes), USA (Unit of Study Assessments) or other assessments administered by teachers.

Teachers will meet during PLC's 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.

Strategy: Extended School Day

Minutes added to school year: 5,400

Extend School Day by 30 minutes per day.

Strategy Rationale

Time to increase Reading Proficiency.

Strategy Purpose(s)

""

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

Schedule identifying Extended Day times, Reading Proficiency formative and summative scores.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Starlight Cove offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

We currently offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to 2 ESE Pre-K classrooms, and 2 ESE Communications/Speech Pre-K classes. 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.

b. College and Career Readiness

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

We are an AVID (Advancement Via Individual Determination) School for the second year. Specific focus is on Grade 4 and 5 students, with the plan to gradually increase school-wide by successive grade level. AVID's mission is to close the achievement gap by preparing all students for college

readiness and success in a global society. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

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

N/A

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

We are in our second year of our Medical Sciences/Health and Wellness Magnet Program. Our Choice Program Coordinator runs SECME groups and covers Health and Wellness related topics such as good nutrition.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by the 3rd grade and in turn, lay the foundation for students for high school readiness, graduation and post-graduate success.

- G2.** If we build a positive and supportive school climate that promotes the social-emotional and academic developmental needs of all students, then we will ensure Grade 3 Reading proficiency, high school readiness and in turn, chances of post-graduate success.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by the 3rd grade and in turn, lay the foundation for students for high school readiness, graduation and post-graduate success. 1a

G094887

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	55.0
FSA ELA Achievement	45.0
FCAT 2.0 Science Proficiency	55.0
School Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- Varying understanding and knowledge of the rigor of the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I and district budgets provide instructional staff and training.
- Tutorials for students
- Science Coach and Reading Coach.
- Science, Math and Reading Resource Teachers.
- iREADY and Reading Plus
- AVID
- Supplemental classroom materials
- Summer collegial planning opportunities
- Additional student computers to support adaptive learning
- Trimester Parent Meetings

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 7/1/2017 to 6/30/2018

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 7/1/2017 to 6/30/2018

Evidence of Completion

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

G2. If we build a positive and supportive school climate that promotes the social-emotional and academic developmental needs of all students, then we will ensure Grade 3 Reading proficiency, high school readiness and in turn, chances of post-graduate success. 1a

G094888

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	23.0

Targeted Barriers to Achieving the Goal 3

- Majority of students come from English as second language homes and 95 % FRL (as of 9/2017) leads to many parents lacking strategies and resources to support student learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CLF, ESOL Coordinator, PTA, SAC, Title 1, Teachers, Instructional Coaches, Parents, Community Stakeholders
- AVID
- Parent Teacher Meetings

Plan to Monitor Progress Toward G2. 8

Data will be in SIS, EDW and Performance Matters/Unify.

Person Responsible

Matthew Payner

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion


Results to FSQs, USA, Diagnostic, classroom tests etc...

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by the 3rd grade and in turn, lay the foundation for students for high school readiness, graduation and post-graduate success. 1

G094887

G1.B1 Varying understanding and knowledge of the rigor of the Florida Standards. 2

B255266

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

S269749

Strategy Rationale

Teachers need to be knowledgeable of The Florida Standards and time to review and plan teaching based upon data.

Action Step 1 5

SBLT will create a schedule of professional learning communities to implement year long continuous professional development and collegial planning based on Florida Standards and research based best practices.

Person Responsible

Cara Hayden

Schedule

Weekly, from 8/14/2017 to 6/4/2018

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 6/30/2018

Evidence of Completion

Action Step 3 5

SBLT will attend and monitor PLC's.

Person Responsible

Cara Hayden

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

PLC logs.

Action Step 4 5

Teachers will participate in collegial planning sessions prior to the beginning of the school year to create learning goals and scales and plan for first few weeks of rigorous instruction. Summer Professional Development will be encouraged with stipends provided to Homegrown Institute, etc.

Person Responsible

Cara Hayden

Schedule

On 6/1/2018

Evidence of Completion

Agendas, sign in sheets, and samples of learning goals and scales.

Action Step 5 5

Teachers will participate in collegial planning sessions and data review sessions at the end of the school year to review and reflect on the success or failure of interventions used based upon FSA Scores. Summer Professional Development will be encouraged with stipends provided to Homegrown Institute, AVID, etc.

Person Responsible

Cara Hayden

Schedule

On 6/30/2018

Evidence of Completion

Agendas, sign in sheets, and samples of learning goals and scales.

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 7/1/2017 to 6/30/2018

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 7/1/2017 to 6/2/2018

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, Running Records, Reading Plus, etc. Administrators will monitor lesson plans and conduct observations, data chats, and assessment results for implementation as well.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

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

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

The SBLT will identify the purpose and expectations for LTM

Person Responsible

Matthew Payner

Schedule

On 6/30/2018

Evidence of Completion

Agendas, PLC notes will be 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 7/1/2017 to 6/30/2018

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 7/1/2017 to 6/30/2018

Evidence of Completion

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

G1.B1.S2 Reading and Science Coaches/Teachers will be hired with Title I funds to assist with standards based instruction and to build capacity with teachers. 4

S269750

Strategy Rationale

Many Instructional staff are either new to teaching, our school and/or their grade level and need support in this transition.

Action Step 1 5

Reading Coach will deliver professional development to staff at faculty meetings and at PDD's. The reading coach will provide workshops for parents in home language utilizing parent liaison CLF's and computer assisted technology. Reading coach will assist classroom teachers in tracking student progress, provide interventions, and help with in class differentiated instruction based on student needs, while building capacity of teachers ensuring rigorous instruction based on Florida Standards.

Person Responsible

Cara Hayden

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

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

Action Step 2 5

Math/SSC coach will build capacity of teachers ensuring rigorous instruction based upon Florida Standards and will provide support to teachers utilizing the entry points along the Coaching Continuum.

Person Responsible

Cara Hayden

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

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

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

Administration will review coaches logs and schedules at weekly leadership meetings and make adjustments as needed based upon student data.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2017 to 6/30/2018

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

Weekly, from 7/1/2017 to 6/30/2018

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 to increase student proficiency. **4**

 S269751

Strategy Rationale

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

Action Step 1 **5**

Purchase necessary technology to implement and support iReady Program implementation.

Person Responsible

Cara Hayden

Schedule

On 6/30/2018

Evidence of Completion

Purchase orders and Title I Inventory. Teacher lesson plans. Usage reports.

Action Step 2 **5**

Grade 4 and Grade 5 Teams will attend AVID Conference to learn strategies to implement research-based, best practices to increase self-esteem, successful learning styles and positive study habits among grade 4 students.

Person Responsible

Cara Hayden

Schedule

On 7/15/2018

Evidence of Completion

Attendees will be exposed to tools, resources, educators and over 100 sessions featuring the nations most rapidly improving schools and school leaders.

Action Step 3 5

Reading Resource Teacher will work with small student groups, track student progress, provide interventions, in class differentiated instruction based on student needs, while building capacity of teachers ensuring rigorous instruction based on Florida Standards. Resource Teacher work with classroom teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges.

Person Responsible

Jody Honaker

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support.

Action Step 4 5

Math resource teacher will work with small student groups, track student progress, provide interventions, use in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards. Math Resource Teacher will work with teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges.

Person Responsible

Cassandra White

Schedule

Daily, from 7/1/2017 to 6/30/2018

Evidence of Completion

Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support.

Action Step 5 5

Science resource teacher will be scheduled on the fine arts wheel for intermediate grades 3-5. Teaching hands on project based learning in classroom. Teacher will coordinate medical/science magnet program and implement new and innovating instruction to increase science proficiency.

Person Responsible

Matthew Payner

Schedule

On 6/30/2018

Evidence of Completion

Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support. Fine arts schedule.

Action Step 6 5

Provide extended learning opportunities to students in need through after-school, summer and Saturday Tutorials.

Person Responsible

Cara Hayden

Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Tutorial schedules, sign in sheets, lesson plans, student data and samples of work.

Action Step 7 5

Provide classrooms and students with supplemental instructional materials to enhance the learning environment.

Person Responsible

Matthew Payner

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

Data from tests, quizzes. Feedback from teachers and students.

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

Bi Weekly meetings organized by AVID Champion to discuss and review best practices.

Person Responsible

Faith Racow

Schedule

Biweekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Agendas, sign in sheets, minutes from AVID meetings.

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

Assessment data will be reviewed by teachers and Leadership

Person Responsible

Cara Hayden


Schedule

Weekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

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

G1.B1.S4 Continue to train and support 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 and 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

 S269752

Strategy Rationale

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

Action Step 1 5

Attend grade level PLCs to ensure backwards design of lessons.

Person Responsible

Cara Hayden

Schedule

Daily, from 8/15/2017 to 6/6/2018

Evidence of Completion

PLC Minutes will be kept on file. Sign ins on file.

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

Ensure administrator and/or SSC Coordinator attendance at all PLCs.

Person Responsible

Cara Hayden

Schedule

Daily, from 8/15/2017 to 6/5/2018

Evidence of Completion

Sign in sheets, samples of learning goals and scales.

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

Administrators and SSC Coordinator will maintain logs of meetings.

Person Responsible

Cara Hayden

Schedule

Daily, from 8/15/2017 to 6/6/2018

Evidence of Completion

Sign ins, samples of Learning Goals and Scales developed by grade levels.

G1.B1.S5 Academic Tutors will be hired to provide extra support and instruction to low 25% students. 4

 S269753

Strategy Rationale

Struggling students need intensive instruction beyond daily classroom activities.

Action Step 1 5

Academic tutors will be hired to work with low 25% students.

Person Responsible

Cara Hayden

Schedule

On 6/1/2018

Evidence of Completion

Hiring and daily schedules.

G1.B1.S6 SAI Resource teacher will be used to target low 25% and retained students. 4

 S269754

Strategy Rationale

Low and retained students need intensive instruction beyond daily classroom activities.

Action Step 1 5

SAI teacher will work with retained and struggling readers.

Person Responsible

Faith Racow

Schedule


On 6/2/2018

Evidence of Completion

Daily schedule.

G1.B1.S7 Additional ESE Teacher will be used to work with ESE students in need of additional support.

4

 S269755

Strategy Rationale

Most of our ESE students need intensive instruction beyond daily classroom activities.

Action Step 1 5

Hire ESE Teacher to support ESE students.

Person Responsible

Cara Hayden

Schedule

On 6/2/2018

Evidence of Completion

G2. If we build a positive and supportive school climate that promotes the social-emotional and academic developmental needs of all students, then we will ensure Grade 3 Reading proficiency, high school readiness and in turn, chances of post-graduate success. 1

G094888

G2.B1 Majority of students come from English as second language homes and 95 % FRL (as of 9/2017) leads to many parents lacking strategies and resources to support student learning. 2

B255269

G2.B1.S1 Provide extended support to children and families to research based AVID or Advancement Via Individual Determination for Elementary Schools Program. AVID specifically supports via: Student Success Skills, Organizational Skills , time management and goal-setting, WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas, and Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities. 4

S269756

Strategy Rationale

AVID will provide a research-based framework to allow staff to support students and families in a consistent and effective manner and to build their capacity as self-starters and achievers.

Action Step 1 5

Grade 4 students will begin use of AVID Student Success Skills, Organizational Skills – time management and goal-setting, WICOR Lessons. Grade 5 Students will continue skills learned in grade 4.

Person Responsible

Faith Racow

Schedule

Daily, from 8/15/2017 to 6/5/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Staff AVID Meetings will be held. Grade 4 and 5 Teachers will be trained.

Person Responsible

Faith Racow

Schedule

Biweekly, from 7/1/2017 to 6/5/2018

Evidence of Completion

Sign in sheets of AVID Staff meetings will be kept on file.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

FSQ, USA, classroom assessment scores of Grade 4 and 5 students will be monitored.

Person Responsible

Matthew Payner

Schedule

Weekly, from 8/5/2017 to 6/1/2018

Evidence of Completion

FSA, USA, FSQ scores will be monitored.

G2.B1.S2 Continue Parent Teacher Conferences (formerly APTT) to align parent-school-student partnerships. 4

 S269757

Strategy Rationale

This program assists parents in working with their children to strengthen foundational skills.

Action Step 1 5

Continue to plan and implement Parent-Teacher Conferences (formerly APTT Nights) to provide parents with updates on their child's progress and strategies to assist them at home.

Person Responsible

Jody Honaker

Schedule

Semiannually, from 7/1/2017 to 6/30/2018

Evidence of Completion

APTT Schedule, parent invitations, sign in sheets, presentation examples, parent feedback and planning documentation will be kept on file.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ensure times, dates and environment are all conducive to successful conferences.

Person Responsible

Jody Honaker

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Good attendance at conferences.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Keep notes, call-outs, invitations, agendas and notes.

Person Responsible

Jody Honaker

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes, agendas, on file.


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M385217	Data will be in SIS, EDW and Performance Matters/Unify.	Payner, Matthew	8/14/2017	Results to FSQs, USA, Diagnostic, classroom tests etc...	6/1/2018 triannually
G1.B1.S1.A4 A360497	Teachers will participate in collegial planning sessions prior to the beginning of the school year...	Hayden, Cara	8/1/2017	Agendas, sign in sheets, and samples of learning goals and scales.	6/1/2018 one-time
G2.B1.S1.MA1 M385213	FSQ, USA, classroom assessment scores of Grade 4 and 5 students will be monitored.	Payner, Matthew	8/5/2017	FSA, USA, FSQ scores will be monitored.	6/1/2018 weekly
G2.B1.S2.MA1 M385215	Keep notes, call-outs, invitations, agendas and notes.	Honaker, Jody	8/14/2017	Notes, agendas, on file.	6/1/2018 triannually
G2.B1.S2.MA1 M385216	Ensure times, dates and environment are all conducive to successful conferences.	Honaker, Jody	8/14/2017	Good attendance at conferences.	6/1/2018 triannually
G1.B1.S5.A1 A360509	Academic tutors will be hired to work with low 25% students.	Hayden, Cara	8/4/2017	Hiring and daily schedules.	6/1/2018 one-time
G1.B1.S1.MA3 M385202	Classroom observations will monitor for full implementation and fidelity of professional development	Hayden, Cara	7/1/2017	Observations will be on file in iObservation	6/2/2018 daily
G1.B1.S6.A1 A360510	SAI teacher will work with retained and struggling readers.	Racow, Faith	8/4/2017	Daily schedule.	6/2/2018 one-time
G1.B1.S7.A1 A360511	Hire ESE Teacher to support ESE students.	Hayden, Cara	8/3/2017		6/2/2018 one-time
G1.B1.S1.A1 A360494	SBLT will create a schedule of professional learning communities to implement year long continuous...	Hayden, Cara	8/14/2017	Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.	6/4/2018 weekly
G2.B1.S1.MA1 M385214	Staff AVID Meetings will be held. Grade 4 and 5 Teachers will be trained.	Racow, Faith	7/1/2017	Sign in sheets of AVID Staff meetings will be kept on file.	6/5/2018 biweekly
G2.B1.S1.A1 A360512	Grade 4 students will begin use of AVID Student Success Skills, Organizational Skills – time...	Racow, Faith	8/15/2017		6/5/2018 daily
G1.B1.S4.MA1 M385210	Ensure administrator and/or SSC Coordinator attendance at all PLCs.	Hayden, Cara	8/15/2017	Sign in sheets, samples of learning goals and scales.	6/5/2018 daily
G1.B1.S4.MA1 M385209	Administrators and SSC Coordinator will maintain logs of meetings.	Hayden, Cara	8/15/2017	Sign ins, samples of Learning Goals and Scales developed by grade levels.	6/6/2018 daily
G1.B1.S4.A1 A360508	Attend grade level PLCs to ensure backwards design of lessons.	Hayden, Cara	8/15/2017	PLC Minutes will be kept on file. Sign ins on file.	6/6/2018 daily
G1.MA1 M385211	Assessments and observation data will be collected and reviewed to determine progress toward the...	Payner, Matthew	7/1/2017	iObservation reports and assessment data will be on file.	6/30/2018 biweekly
G1.MA2 M385212	Student achievement will increase	Hayden, Cara	7/1/2017	Assessment data will be monitored during LTM, data chats, conferences which will include EDW reports from diagnostics, etc.	6/30/2018 weekly
G1.B1.S1.MA1 M385199	Student assessment data through teacher and student data-chats.	Hayden, Cara	7/1/2017	FSA results, FSQ's, USA's, district diagnostic data, formative and summative classroom assessments, student portfolios.	6/30/2018 quarterly
G1.B1.S1.MA5 M385200	Leadership team will review classroom walkthrough data.	Hayden, Cara	7/1/2017	iObservation data, informal and formal teacher observations, data chats, etc.	6/30/2018 weekly

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M385201	School Leadership will collect and monitor evidence per unit of study, including, but not limited...	Hayden, Cara	7/1/2017	Agendas, Classroom walkthrough data, samples of learning goals, scales, and common assessments, lesson plans and student achievement data.	6/30/2018 biweekly
G1.B1.S1.MA4 M385203	Support Staff, School Resource Teachers and Coaches will work with teachers for implementation and...	Hayden, Cara	7/1/2017	Classroom observations will be on file, lesson plans on file, coaches logs on file.	6/30/2018 weekly
G1.B1.S1.MA6 M385204	The SBLT will identify the purpose and expectations for LTM	Payner, Matthew	7/1/2017	Agendas, PLC notes will be on file.	6/30/2018 one-time
G1.B1.S1.A2 A360495	The SBLT will identify the purpose and expectations for LTM	Payner, Matthew	7/1/2017		6/30/2018 one-time
G1.B1.S1.A3 A360496	SBLT will attend and monitor PLC's.	Hayden, Cara	7/1/2017	PLC logs.	6/30/2018 daily
G1.B1.S1.A5 A360498	Teachers will participate in collegial planning sessions and data review sessions at the end of the...	Hayden, Cara	8/14/2017	Agendas, sign in sheets, and samples of learning goals and scales.	6/30/2018 one-time
G1.B1.S2.MA1 M385205	Student achievement data and observation data	Hayden, Cara	7/1/2017	Data will show growth and VAM data will show growth, etc.	6/30/2018 weekly
G1.B1.S2.MA1 M385206	Administration will review coaches logs and schedules at weekly leadership meetings and make...	Hayden, Cara	7/1/2017	Logs, agendas, schedules kept on file	6/30/2018 weekly
G1.B1.S2.A1 A360499	Reading Coach will deliver professional development to staff at faculty meetings and at PDD's. The...	Hayden, Cara	7/1/2017	Staff will be in the positions - position control roster on file	6/30/2018 daily
G1.B1.S2.A2 A360500	Math/SSC coach will build capacity of teachers ensuring rigorous instruction based upon Florida...	Hayden, Cara	7/1/2017	Staff will be in the positions - position control roster on file	6/30/2018 daily
G2.B1.S2.A1 A360513	Continue to plan and implement Parent-Teacher Conferences (formerly APTT Nights) to provide parents...	Honaker, Jody	7/1/2017	APTT Schedule, parent invitations, sign in sheets, presentation examples, parent feedback and planning documentation will be kept on file.	6/30/2018 semiannually
G1.B1.S3.MA1 M385207	Assessment data will be reviewed by teachers and Leadership	Hayden, Cara	7/1/2017	Assessment data from online programs as well as from Performance Matters data will be on file	6/30/2018 weekly
G1.B1.S3.MA1 M385208	Bi Weekly meetings organized by AVID Champion to discuss and review best practices.	Racow, Faith	7/1/2017	Agendas, sign in sheets, minutes from AVID meetings.	6/30/2018 biweekly
G1.B1.S3.A1 A360501	Purchase necessary technology to implement and support iReady Program implementation.	Hayden, Cara	7/1/2017	Purchase orders and Title I Inventory. Teacher lesson plans. Usage reports.	6/30/2018 one-time
G1.B1.S3.A3 A360503	Reading Resource Teacher will work with small student groups, track student progress, provide...	Honaker, Jody	7/1/2017	Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support.	6/30/2018 daily
G1.B1.S3.A4 A360504	Math resource teacher will work with small student groups, track student progress, provide...	White, Cassandra	7/1/2017	Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support.	6/30/2018 daily
G1.B1.S3.A5 A360505	Science resource teacher will be scheduled on the fine arts wheel for intermediate grades 3-5....	Payner, Matthew	7/1/2017	Student assessment data through teacher and student data-chats. Resource teacher schedule, lesson plans, running data of support. Fine arts schedule.	6/30/2018 one-time
G1.B1.S3.A6 A360506	Provide extended learning opportunities to students in need through after-school, summer and...	Hayden, Cara	7/1/2017	Tutorial schedules, sign in sheets, lesson plans, student data and samples of work.	6/30/2018 weekly
G1.B1.S3.A7 A360507	Provide classrooms and students with supplemental instructional materials to enhance the learning...	Payner, Matthew	7/1/2017	Data from tests, quizzes. Feedback from teachers and students.	6/30/2018 semiannually

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A2  A360502	Grade 4 and Grade 5 Teams will attend AVID Conference to learn strategies to implement...	Hayden, Cara	7/1/2017	Attendees will be exposed to tools, resources, educators and over 100 sessions featuring the nations most rapidly improving schools and school leaders.	7/15/2018 one-time

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by the 3rd grade and in turn, lay the foundation for students for high school readiness, graduation and post-graduate success.

G1.B1 Varying understanding and knowledge of the rigor of the Florida Standards.

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

PD Opportunity 1

SBLT will create a schedule of professional learning communities to implement year long continuous professional development and collegial planning based on Florida Standards and research based best practices.

Facilitator

Professional Development Team, Learning Team Facilitator, Administration and Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 6/4/2018

PD Opportunity 2

The SBLT will identify the purpose and expectations for LTM

Facilitator

Single School Culture Coordinator

Participants

Instructional Staff

Schedule

On 6/30/2018

G1.B1.S2 Reading and Science Coaches/Teachers will be hired with Title I funds to assist with standards based instruction and to build capacity with teachers.

PD Opportunity 1

Reading Coach will deliver professional development to staff at faculty meetings and at PDD's. The reading coach will provide workshops for parents in home language utilizing parent liaison CLF's and computer assisted technology. Reading coach will assist classroom teachers in tracking student progress, provide interventions, and help with in class differentiated instruction based on student needs, while building capacity of teachers ensuring rigorous instruction based on Florida Standards.

Facilitator

School Administrators, district and area staff by specific subject, training for IReady.

Participants

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

Schedule

Daily, from 7/1/2017 to 6/30/2018

PD Opportunity 2

Math/SSC coach will build capacity of teachers ensuring rigorous instruction based upon Florida Standards and will provide support to teachers utilizing the entry points along the Coaching Continuum.

Facilitator

School Administrators, district and area staff by specific subject, training for IReady.

Participants

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

Schedule

Daily, from 7/1/2017 to 6/30/2018

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

PD Opportunity 1

Grade 4 and Grade 5 Teams will attend AVID Conference to learn strategies to implement research-based, best practices to increase self-esteem, successful learning styles and positive study habits among grade 4 students.

Facilitator

AVID Conference Presenters

Participants

Select teachers and administrators

Schedule

On 7/15/2018

VI. Technical Assistance Items

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by the 3rd grade and in turn, lay the foundation for students for high school readiness, graduation and post-graduate success.

G1.B1 Varying understanding and knowledge of the rigor of the Florida Standards.

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

TA Opportunity 1

Teachers will participate in collegial planning sessions and data review sessions at the end of the school year to review and reflect on the success or failure of interventions used based upon FSA Scores. Summer Professional Development will be encouraged with stipends provided to Homegrown Institute, AVID, etc.

Facilitator

Cara Hayden and Matthew Payner

Participants

Grades 3, 4 and 5 Teams

Schedule

On 6/30/2018

VII. Budget

1	G1.B1.S1.A1	SBLT will create a schedule of professional learning communities to implement year long continuous professional development and collegial planning based on Florida Standards and research based best practices.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$7,000.00
			Notes: Training materials such as chart paper, ink, copy paper, markers, highlighters, sticky notes, file folders, notebook dividers, ipad covers with bluetooth keyboard, etc. for EDW reports and Performance Matters tracking reports. Implement LSI Standards Growth Tracker.			
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
4	G1.B1.S1.A4	Teachers will participate in collegial planning sessions prior to the beginning of the school year to create learning goals and scales and plan for first few weeks of rigorous instruction. Summer Professional Development will be encouraged with stipends provided to Homegrown Institute, etc.				\$10,100.34

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0771 - Starlight Cove Elementary Schl	Title I, Part A		\$10,100.34
<i>Notes: PRT and benefits for summer collegial planning. Stipends for PD to Homegrown Institute, African American Culture and Latino Culture Awareness Trainings, etc.</i>					
5	G1.B1.S1.A5	Teachers will participate in collegial planning sessions and data review sessions at the end of the school year to review and reflect on the success or failure of interventions used based upon FSA Scores. Summer Professional Development will be encouraged with stipends provided to Homegrown Institute, AVID, etc.			\$4,000.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0771 - Starlight Cove Elementary Schl			\$4,000.00
6	G1.B1.S2.A1	Reading Coach will deliver professional development to staff at faculty meetings and at PDD's. The reading coach will provide workshops for parents in home language utilizing parent liaison CLF's and computer assisted technology. Reading coach will assist classroom teachers in tracking student progress, provide interventions, and help with in class differentiated instruction based on student needs, while building capacity of teachers ensuring rigorous instruction based on Florida Standards.			\$33,506.63
Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0771 - Starlight Cove Elementary Schl	Title I, Part A	0.5	\$33,506.63
<i>Notes: .5 Reading Coach</i>					
7	G1.B1.S2.A2	Math/SSC coach will build capacity of teachers ensuring rigorous instruction based upon Florida Standards and will provide support to teachers utilizing the entry points along the Coaching Continuum.			\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0771 - Starlight Cove Elementary Schl	Title I, Part A	0.5	\$0.00
<i>Notes: .5 Math Coach</i>					
8	G1.B1.S3.A1	Purchase necessary technology to implement and support iReady Program implementation.			\$0.00
9	G1.B1.S3.A2	Grade 4 and Grade 5 Teams will attend AVID Conference to learn strategies to implement research-based, best practices to increase self-esteem, successful learning styles and positive study habits among grade 4 students.			\$12,000.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0771 - Starlight Cove Elementary Schl			\$2,000.00
<i>Notes: Binders, composition books, chart paper, math manipulatives, post-it notes, markers, highlighters, paper, writing utensils, colored pencils, etc</i>					

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

	0000	330-Travel	0771 - Starlight Cove Elementary Schl	Title I, Part A		\$10,000.00
			<i>Notes: Registration, mileage, hotel, food and misc. travel expenses for 10 staff members to attend AVID Conference in Orlando, FL.</i>			
10	G1.B1.S3.A3	Reading Resource Teacher will work with small student groups, track student progress, provide interventions, in class differentiated instruction based on student needs, while building capacity of teachers ensuring rigorous instruction based on Florida Standards. Resource Teacher work with classroom teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges.				\$51,576.48
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl	Title I, Part A	0.5	\$33,506.63
			<i>Notes: .5 Reading Resource Teacher</i>			
			0771 - Starlight Cove Elementary Schl	Title, I Part A		\$18,069.85
			<i>Notes: ELA Programs to include LLI, Top Score, FUNdations, Journey's Close Reader, Studies Weekly, Florida LAFs Instruction workbooks, and Learning A-Z online renewal to be used as ancillary materials to support reading instruction.</i>			
11	G1.B1.S3.A4	Math resource teacher will work with small student groups, track student progress, provide interventions, use in class differentiated instruction based on student needs, and build capacity of teachers ensuring rigorous instruction based upon Florida Standards. Math Resource Teacher will work with teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl	Title I, Part A	0.5	\$0.00
			<i>Notes: .5 Math Resource Teacher</i>			
12	G1.B1.S3.A5	Science resource teacher will be scheduled on the fine arts wheel for intermediate grades 3-5. Teaching hands on project based learning in classroom. Teacher will coordinate medical/science magnet program and implement new and innovating instruction to increase science proficiency.				\$68,513.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl			\$1,500.00
			<i>Notes: Florida JumpStart Science Student Workbooks and Florida Coach Science workbooks to support Science instruction.</i>			
			0771 - Starlight Cove Elementary Schl	Title I, Part A	1.0	\$67,013.25
			<i>Notes: Science Resource Teacher</i>			
13	G1.B1.S3.A6	Provide extended learning opportunities to students in need through after-school, summer and Saturday Tutorials.				\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

			0771 - Starlight Cove Elementary Schl			\$5,000.00
			<i>Notes: Tutorial supplies to include paper, ink, pencils, notebooks, folders, highlighters, chart paper, post it notes.</i>			
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$28,000.00
			<i>Notes: PRT and benefits for tutorial teachers.</i>			
14	G1.B1.S3.A7	Provide classrooms and students with supplemental instructional materials to enhance the learning environment.				\$10,787.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl			\$787.50
			<i>Notes: Headphones for iReady Adaptive Technology</i>			
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$10,000.00
			<i>Notes: Paper, ink for classroom use, chart paper, math manipulatives, pencils, pens, highlighters, post it notes, composition books, LLI consumables, classroom libraries, etc...and awards/recognition items to distinguish improved performance.</i>			
15	G1.B1.S4.A1	Attend grade level PLCs to ensure backwards design of lessons.				\$0.00
16	G1.B1.S5.A1	Academic tutors will be hired to work with low 25% students.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl			\$60,000.00
			<i>Notes: Hire academic tutors to work with students in need.</i>			
17	G1.B1.S6.A1	SAI teacher will work with retained and struggling readers.				\$67,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl			\$67,000.00
			<i>Notes: Hire SAI teacher to work with retained and struggling readers.</i>			
18	G1.B1.S7.A1	Hire ESE Teacher to support ESE students.				\$67,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl			\$67,000.00
			<i>Notes: Hire ESE teacher to support ESE Students.</i>			
19	G2.B1.S1.A1	Grade 4 students will begin use of AVID Student Success Skills, Organizational Skills – time management and goal-setting, WICOR Lessons. Grade 5 Students will continue skills learned in grade 4.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Palm Beach - 0771 - Starlight Cove Elementary Schl - 2017-18 SIP
Starlight Cove Elementary School

			0771 - Starlight Cove Elementary Schl			\$1,500.00
			<i>Notes: Purchase of binders, composition books, post it notes, highlighters, paper to support AVID binder creations.</i>			
20	G2.B1.S2.A1	Continue to plan and implement Parent-Teacher Conferences (formerly APTT Nights) to provide parents with updates on their child's progress and strategies to assist them at home.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$5,000.00
			<i>Notes: Substitutes for parent conferences.</i>			
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$4,000.00
			<i>Notes: PRT and benefits for teachers and support staff to conduct parent trainings.</i>			
			0771 - Starlight Cove Elementary Schl	Title I, Part A		\$3,500.00
			<i>Notes: Supplies for Parent Teacher Conferences to include paper, ink for parent communication and activities. Folders, chart paper, math manipulatives, books, flashcards, cardstock, and laminating film.</i>			
					Total:	\$438,484.20