# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Starlight Cove Elementary School

6300 SEMINOLE DR

Lantana, FL 33462

561-804-3600

www.edline.net/pages/starlight_cove_es

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 93% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 89% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| D | C | B | A |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

## Table of Contents

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

## 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
| --- | --- | --- |
| Focus Year 1 | 5 | Gayle Sitter |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
| --- | --- | --- | --- |
| No | No | No | No |

## Current School Status

### School Information

#### School-Level Information

**School**
Starlight Cove Elementary Schl

**Principal**
Susan Saint John

**School Advisory Council chair**
Margaret Hickock-Carter

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
|---|---|
| Susan Saint John | Principal |
| Matthew Payner | Assistant Principal |
| Janelle Gillis | Resource Teacher |
| Cassie White | Math Coach |
| Lauren Graham | Reading Coach |
| Kathleen Somoza | ESOL Coordinator |

#### District-Level Information

**District**
Palm Beach

**Superintendent**
Mr. E. Wayne Gent

**Date of school board approval of SIP**
11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Specific members and titles are: Susan Saint John- Principal; Margaret Hickock-Carter- Chair; Bethany Fuller- Parent; Maria Jiminez- Parent; Tim Hill-Business Partner; Carly Purmort-Teacher; and Janet Burke-Non Instructional Employee.

#### Involvement of the SAC in the development of the SIP

Input has been gathered at the end of the 2013 SY and will be revised at the first meeting of SY 2014 accordingly. Continuous discussions and input regarding the plan will be shared at every SAC Meeting.

**Activities of the SAC for the upcoming school year**

The SAC will meet on the first Wednesday of every month. Efforts will be made to get new parents and community members to participate and become involved in the SAC and decision making processes. Activities will include discussion and approval of the SIP and all other items related to the continued academic improvement of Starlight Cove Elementary School.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| Susan Saint John | | |
|---|---|---|
| Principal | Years as Administrator: 26 | Years at Current School: 19 |

| | |
|---|---|
| **Credentials** | MEd Educational Leadership; Reading Certification; Early Childhood and Elementary Education Certification; ELL Endorsed. |
| **Performance Record** | 2012-2013- C<br>% Meeting High Standards:<br>Reading 37<br>Math 38<br>Writing 48<br>Science 52<br>% Making Learning Gains:<br>Reading-61<br>Math-53<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 61<br>2011-2012- B<br>% Meeting High Standards:<br>Reading 49<br>Math 42<br>Writing 77<br>Science 45<br>% Making Learning Gains:<br>Reading-76<br>Math-61<br>Adequate Progress of Low 25%:<br>Reading- 77<br>Math- 71<br>2010-2011- A<br>% Meeting High Standards:<br>Reading 62<br>Math 65<br>Writing 81<br>Science 54<br>% Making Learning Gains:<br>Reading-68<br>Math-69<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 68 |

| Matthew T. Payner | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 10 | Years at Current School: 10 |

| | |
| --- | --- |
| **Credentials** | Educational Leadership Certification; MEd. Guidance and Counseling K-12; ELL Endorsed. |
| **Performance Record** | 2012-2013- C<br>% Meeting High Standards:<br>Reading 37<br>Math 38<br>Writing 48<br>Science 52<br>% Making Learning Gains:<br>Reading-61<br>Math-53<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 61<br>2011-2012- B<br>% Meeting High Standards:<br>Reading 49<br>Math 42<br>Writing 77<br>Science 45<br>% Making Learning Gains:<br>Reading-76<br>Math-61<br>Adequate Progress of Low 25%:<br>Reading- 77<br>Math- 71<br>2010-2011- A<br>% Meeting High Standards:<br>Reading 62<br>Math 65<br>Writing 81<br>Science 54<br>% Making Learning Gains:<br>Reading-68<br>Math-69<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 68 |

**Instructional Coaches**

### # of instructional coaches

3

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:

| Cassandra White | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 9 |
| **Areas** | Mathematics | |
| **Credentials** | B.A. Elementary Education | |
| **Performance Record** | 2012-2013- C<br>% Meeting High Standards:<br>Reading 37<br>Math 38<br>Writing 48<br>Science 52<br>% Making Learning Gains:<br>Reading-61<br>Math-53<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 61<br>2011-2012- B<br>% Meeting High Standards:<br>Reading 49<br>Math 42<br>Writing 77<br>Science 45<br>% Making Learning Gains:<br>Reading-76<br>Math-61<br>Adequate Progress of Low 25%:<br>Reading- 77<br>Math- 71<br>2010-2011- A<br>% Meeting High Standards:<br>Reading 62<br>Math 65<br>Writing 81<br>Science 54<br>% Making Learning Gains:<br>Reading-68<br>Math-69<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 68 | |

| Jeanelle Gillis | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 3 |

| **Areas** | Reading/Literacy |
|---|---|
| **Credentials** | |
| **Performance Record** | 2012-2013- C<br>% Meeting High Standards:<br>Reading 37<br>Math 38<br>Writing 48<br>Science 52<br>% Making Learning Gains:<br>Reading-61<br>Math-53<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 61<br>2011-2012- B<br>% Meeting High Standards:<br>Reading 49<br>Math 42<br>Writing 77<br>Science 45<br>% Making Learning Gains:<br>Reading-76<br>Math-61<br>Adequate Progress of Low 25%:<br>Reading- 77<br>Math- 71<br>2010-2011- A<br>% Meeting High Standards:<br>Reading 62<br>Math 65<br>Writing 81<br>Science 54<br>% Making Learning Gains:<br>Reading-68<br>Math-69<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 68 |

| Lauren Graham | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 6 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | B.A. Elementary Education<br>M.Ed. Reading |
| **Performance Record** | 2012-2013- C<br>% Meeting High Standards:<br>Reading 37<br>Math 38<br>Writing 48<br>Science 52<br>% Making Learning Gains:<br>Reading-61<br>Math-53<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 61<br>2011-2012- B<br>% Meeting High Standards:<br>Reading 49<br>Math 42<br>Writing 77<br>Science 45<br>% Making Learning Gains:<br>Reading-76<br>Math-61<br>Adequate Progress of Low 25%:<br>Reading- 77<br>Math- 71<br>2010-2011- A<br>% Meeting High Standards:<br>Reading 62<br>Math 65<br>Writing 81<br>Science 54<br>% Making Learning Gains:<br>Reading-68<br>Math-69<br>Adequate Progress of Low 25%:<br>Reading- 72<br>Math- 68 |

## Classroom Teachers

**# of classroom teachers**

66

**# receiving effective rating or higher**

55, 83%

**# Highly Qualified Teachers**

100%

**# certified in-field**

66, 100%

**# ESOL endorsed**

47, 71%

**# reading endorsed**

15, 23%

**# with advanced degrees**

26, 39%

**# National Board Certified**

3, 5%

**# first-year teachers**

9, 14%

**# with 1-5 years of experience**

23, 35%

**# with 6-14 years of experience**

24, 36%

**# with 15 or more years of experience**

10, 15%

## Education Paraprofessionals

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

12

**# receiving effective rating or higher**

12, 100%

### Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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. Our Principal will be receiving Haberman Interviewing Process Training this year to identify and retain highly-qualified teachers. Professional Development is offered to all staff to meet the needs of our students and district requirements, which is coordinated by our PD Contact, Terri Schwab.

### Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.
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.
In addition, we also have a BTAP, or Beginning Teacher Assistance Program, which pairs veteran teachers with new teachers to provide support beyond the scope of the ESP.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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 Coach, RtI/Inclusion Facilitator,guidance staff, speech pathologist, school nurse, and in some cases, parents/guardians and outside agency representatives. The SBT Chair attends all trainings 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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 third year position for SY14. 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.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing the previous year's data, information on Tier 1 (Universal Interventions), Tier 2 (Targeted Interventions), and Tier 3 (Intensive Intervention) targets and focus attention on deficient areas will be discussed. Input will also be gathered from the school staff and parents. Topics for discussion include, but are not limited to, the following:
•FCAT scores and the lowest 30%
• Identified low performing subgroups
•strengths and weaknesses of intensive programs
•mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data:
•Florida Comprehensive Assessment Test (FCAT)
•Curriculum Based Measurement
* Benchmark Assessment Tests
* Math Core K12
*Teacher classroom assessments
•Florida Assessment for Instruction in Reading (FAIR)
•Palm Beach County Fall Diagnostics
•Palm Beach Writes
•K-3 Literacy Assessment System
•Diagnostic Assessment for Reading (DAR)
•Progress Monitoring and Reporting Network (PMRN)
•Comprehensive English Language Learning Assessment (CELLA)
*FLKRS (Kindergarten Readiness Inventory)
•Discipline Referrals(Gold report)
•Retentions
•Absences
*Tardys
*PBIS (Positive Behavioral Interventions and Support)
*Reading Running Record data
*Educational Data Warehouse (EDW) reports
Midyear data:
•Florida Assessment for Instruction in Reading (FAIR)
•Diagnostic Assessment for Reading (DAR)
•Palm Beach County Winter Diagnostics
•Palm Beach Writes
•Progress Monitoring and Reporting Network (PMRN)
•K-3 Literacy Assessment System
•Discipline Referrals
*PBIS (Positive Behavioral Interventions and Support)
*Reading Running Record data
*Educational Data Warehouse (EDW) reports
End of year data:
•Florida Assessment for Instruction in Reading (FAIR)
•Florida Comprehensive Assessment Test (FCAT)
•FCAT Writes
*Baseline Ripple Effects inventory data

*School wide Positive Behavior Interventions/Supports baseline data inventory.
*PBIS (Positive Behavioral Interventions and Support)
*Reading Running Record data
*Educational Data Warehouse (EDW) reports
Frequency of required Data Analysis and Action Planning Days:
*Learning Team Meetings- weekly.
*Progress Monitoring and Reporting Network (PMRN)
•Comprehensive English Language Learning Assessment (CELLA)
•Office Discipline Referrals
* Multiple Benchmark Assessments

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Wednesday during SY14. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty when necessary on the implementation of the RtI process in addition to the following:
Literacy Leadership Team (LLT)
Public School Choice
*Elementary Title I Schools Only: Pre-School Transition
•Problem Solving Model
•Consensus building
•Positive Behavioral Intervention and Support (PBIS)
•Data-based decision-making to drive instruction
•Progress monitoring
•Selection and availability of research-based interventions
•Tools utilized to identify specific discrepancies in reading
*Ripple Effects program.
*District provided Train-U trainings
Individual professional development will be provided to classroom teachers, as needed.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

| **Strategy:** Weekend Program |
| --- |
| **Minutes added to school year:** |

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

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

The data used to identify the students for this tutorial program will be taken from the Fall and Winter Diagnostics, as well as any data from MBAs 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..

### Who is responsible for monitoring implementation of this strategy?

A lead teacher will be designated for the tutorial program and additional staff members will be hired to teach small groups of students withing the tutorial program.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

| Name | Title |
| --- | --- |
| Lauren Graham | Reading Coach |
| Jeanelle Gillis | Resource |
| Susan Saint John | Principal |
| Matthew Payner | Assistant Principal |
| Christie Connors | Media Specialist |
| Kathleen Somoza | ESOL Coordinator |
| Jeannine Renz | RtI Facilitator/SBT Chair |
| Sheryl Wandelt | Learning Team Facilitator |

### How the school-based LLT functions

Meetings are held at least once a month to plan literacy events, discuss literacy issues, and develop student and teacher involvement. Assignments and roles TBD. Each member of the Leadership Team represents their respective areas as they communicate with all grades, VPK-5. The LTF works primarily with K-5 staff to increase student achievement, analyzing data, and effectively planning for instruction. Coaches work with teachers to differentiate instruction to improve student achievement.

### Major initiatives of the LLT

Major initiatives include: parent involvement with literacy events and student involvement in reading and literacy activities. 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. Coaches and cohort leaders are working closely to fully implement the district's Literacy Roll Out Project this year.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

We offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to an ESE Pre-K classroom. 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 52% | 37% | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 46% | 34% | No | 51% |
| Hispanic | 49% | 33% | No | 54% |
| White | 63% | 54% | No | 66% |
| English language learners | 43% | 24% | No | 49% |
| Students with disabilities | 37% | 12% | No | 43% |
| Economically disadvantaged | 49% | 37% | No | 54% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 90 | 23% | 26% |
| Students scoring at or above Achievement Level 4 | 55 | 14% | 17% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 235 | 61% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 68 | 72% | 79% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 158 | 47% | 81% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 58 | 17% | 78% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 45 | 13% | 68% |

**Area 2: Writing**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 135 | 48% | 57% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 51% | 38% | No | 56% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 30% | No | 48% |
| Hispanic | 50% | 40% | No | 55% |
| White | 56% | 40% | No | 60% |
| English language learners | 41% | 30% | No | 47% |
| Students with disabilities | 36% | 20% | No | 42% |
| Economically disadvantaged | 49% | 38% | No | 54% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 99 | 26% | 29% |
| Students scoring at or above Achievement Level 4 | 46 | 12% | 14% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 100% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 0% |

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 204 | 53% | 61% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 56 | 61% | 67% |

## Area 4: Science

### Elementary School Science

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 44 | 33% | 34% |
| Students scoring at or above Achievement Level 4 | 24 | 18% | 20% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 0% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 0% |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 4 |
| Participation in STEM-related experiences provided for students | 980 | 100% | 100% |

## Area 8: Early Warning Systems

**Elementary School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 29 | 2% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 38 | 3% | 3% |
| Students who are not proficient in reading by third grade | 107 | 71% | 65% |
| Students who receive two or more behavior referrals | 57 | 5% | 5% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 36 | 3% | 3% |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Outreach and training for parents will include Parent Liaison meetings on topics such as working with your child at home; positive school-home communication, attendance, and tardy concerns, etc... The Principal and teachers will work with parents on instructional goals and strategies. The AP will provide trainings specifically geared towards fathers and other male family members through the Active Responsible Men for Youth (ARMY) DADS initiative.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Parent-school communication tips | 120 | 12% | 80% |
| ARMY Dads | 100 | 10% | 15% |
| See Parent Involvement Plan for more |  | % | % |
| Leadership Parental Involvement Tainings | 450 | 50% | 60% |

## Area 10: Additional Targets

### Additional targets for the school

Starlight Cove Elementary School will infuse the content required by Florida Statute 1003.42 (2) and SB Policy 2.09 (8) (b), as applicable to appropriate grade levels including, but not limited to: The history of the Holocaust; The history of African Americans and Africans; Hispanic contributions; The contributions of Women and the sacrifices of our Veterans.

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| History of the Holocaust- all grades, varying degrees of depth | 1035 | 100% | 100% |
| Hispanic Contributions-all grades, varying degrees of depth | 1035 | 100% | 100% |
| Contributions of Women-all grades, varying degrees of depth | 1035 | 100% | 100% |
| African and African American Contributions-all grades, varying degrees of depth | 1035 | 100% | 100% |
| Sacrifices of Veterans-all grades, varying degrees of depth | 1035 | 100% | 100% |

# Goals Summary

**G1.** Increase the percent of students making learning gains to at least 69% in Reading and 61% in Math by differentiating instruction based on data,implementing a tutorial program, and taking steps to increase parental involvement of these students.

**G2.** Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills.

**G3.** Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students.

**G4.** Reduce the number of chronically tardy and absent students from a minimum of 25% to 20%.

**G5.** Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students.

**G6.** Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions.

**G7.** Continue with the fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework to aide in teacher growth and ultimately, student achievement.

**G8.** Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills.

# Goals Detail

**G1.** Increase the percent of students making learning gains to at least 69% in Reading and 61% in Math by differentiating instruction based on data,implementing a tutorial program, and taking steps to increase parental involvement of these students.

### Targets Supported
- Reading (Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)
- Parental Involvement

### Resources Available to Support the Goal
- Title I funds

### Targeted Barriers to Achieving the Goal
- Low parental involvement due to parents not having the time nor resources to consistently check on student progress, leaving learning and management of school life to the child and school to accomplish, limited academic performance of students, including focus, motivation, addressing student needs, etc.

## Plan to Monitor Progress Toward the Goal

Teachers will track parental involvement

### Person or Persons Responsible
Classroom teachers

### Target Dates or Schedule:
Monthly

### Evidence of Completion:
Parent conference log, assessments, FCAT Results, Diagnostic Results, etc. will be kept on file.

**G2.** Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills.

### Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- EWS - Elementary School

### Resources Available to Support the Goal
- Reading and Resource coaches to help model and monitor.

### Targeted Barriers to Achieving the Goal
- Student and Teacher buy-in, student participation, and parent support

**Plan to Monitor Progress Toward the Goal**

Provide Professional Development in the use of content area journal implementation and use.

### Person or Persons Responsible
PD Contact and Coaches will provide workshops in the implementation of content area journals.

### Target Dates or Schedule:
Monitor at least once per month.

### Evidence of Completion:
Content area journals will be available; workshops agendas will be on file.

**G3.** Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students.

### Targets Supported
- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

### Resources Available to Support the Goal
- EDW data screens.

### Targeted Barriers to Achieving the Goal
- Fidelity of implementation.

**Plan to Monitor Progress Toward the Goal**

Strategies to assist teachers with differentiated instructional strategy techniques

### Person or Persons Responsible
Coaches and Learning Team Facilitator

### Target Dates or Schedule:
At least once per month

### Evidence of Completion:
Assessment data, lesson plans, tracking sheets

**G4.** Reduce the number of chronically tardy and absent students from a minimum of 25% to 20%.

### Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS - Elementary School

- Additional Targets

### Resources Available to Support the Goal
- Attendance data, paper, ink

### Targeted Barriers to Achieving the Goal
- Lack of parent concern. Student motivation. Teacher follow-through.

## Plan to Monitor Progress Toward the Goal

Attendance reports will be monitored

### Person or Persons Responsible
Attendance clerk

### Target Dates or Schedule:
At least once per week

### Evidence of Completion:
Attendance reports will be on file

**G5.** Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students.

### Targets Supported
- Writing

- Science - Elementary School

- STEM - All Levels

- Parental Involvement

- EWS - Elementary School

### Resources Available to Support the Goal
- ESE Staff and ESOL Coordinator

### Targeted Barriers to Achieving the Goal
- Limited planning time and preparation in delivering services to ELL and ESE students

**Plan to Monitor Progress Toward the Goal**

ELL and ESE Resource staff will share research based strategies

**Person or Persons Responsible**
ELL and ESE staff

**Target Dates or Schedule:**
At least once per month

**Evidence of Completion:**
Strategies will be on file

**G6.** Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science - Elementary School

- STEM - All Levels

- EWS - Elementary School

**Resources Available to Support the Goal**

- Title I Funds

**Targeted Barriers to Achieving the Goal**

- No barriers as funding is available

**Plan to Monitor Progress Toward the Goal**

Student assessment data, classroom observations

**Person or Persons Responsible**
teachers, administrators

**Target Dates or Schedule:**
weekly, monthly

**Evidence of Completion:**
data on file, observations on file

**G7.** Continue with the fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework to aide in teacher growth and ultimately, student achievement.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal

- District supported videos

### Targeted Barriers to Achieving the Goal

- Time

## Plan to Monitor Progress Toward the Goal

Teachers will track progress on their Professional Growth Plans

**Person or Persons Responsible**
Instructional Staff

**Target Dates or Schedule:**
At least monthly

**Evidence of Completion:**
Professional Growth Plans will be on file

**G8.** Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Area Professional Development, support and assistance is offered to assist teachers with the full implementation of the SMOPS Writing Plan to include the "Setting, Me, Other Character, Problem, Solution" as part of the initial process.

### Targeted Barriers to Achieving the Goal

- Teacher and student implementation and achievement. Temporary movement away from Lucy Calkins Writing Plan and fidelity to the Literacy Rollout Program

## Plan to Monitor Progress Toward the Goal

Student writings will be analyzed and graded

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule:

As directed by the Area Writing Resource teacher, Susan Haag

### Evidence of Completion:

Student writing assessments and samples will be on file.

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Increase the percent of students making learning gains to at least 69% in Reading and 61% in Math by differentiating instruction based on data,implementing a tutorial program, and taking steps to increase parental involvement of these students.

**G1.B1** Low parental involvement due to parents not having the time nor resources to consistently check on student progress, leaving learning and management of school life to the child and school to accomplish, limited academic performance of students, including focus, motivation, addressing student needs, etc.

**G1.B1.S1** Conduct Parent Conference activities and/or nights to parents with more than one child at the school can meet all teachers and provide a flexible schedule to meet needs.

### Action Step 1

Grade Level specific school conference nights

#### Person or Persons Responsible

All staff and parents invited

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Sign in sheets

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

School leadership will work with teachers to monitor participation and scheduling of conference nights.

#### Person or Persons Responsible

School Leadership Team and Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Calendar reflecting conference nights, parent conference logs, assessment data of students, etc. will be kept on file.

**Plan to Monitor Effectiveness of G1.B1.S1**

Assessments will reflect parental support and strategies

### Person or Persons Responsible

Student data, teachers

### Target Dates or Schedule

At least weekly

### Evidence of Completion

Assessment results will be kept on file.

**G1.B1.S2** Offer strategies to parents, provide food, door prizes, and incentives such as a free homework pass to students and families participating.

### Action Step 1

Prepare a calendar of parent conference nights and activities

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule

At least monthly

### Evidence of Completion

Calendar and activity log will be on file.

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

Conferences and activities will be aligned with student data needs

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule

At least monthly

### Evidence of Completion

Conference and activity logs will be on file.

**Plan to Monitor Effectiveness of G1.B1.S2**

Work with business partners to provide food and prizes for conferences

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule

At least monthly

### Evidence of Completion

Logs of partnership donations will be kept on file

**G1.B1.S3** Survey parents to determine wants, needs and how best they may be served and supported in their parenting role by the school.

### Action Step 1

Survey parents to assess needs

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Twice per year

### Evidence of Completion

Surveys will be kept on file

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

Parent surveys will be tracked

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Twice per year

### Evidence of Completion

Surveys will be on file

**Plan to Monitor Effectiveness of G1.B1.S3**

Survey results will reflect effectiveness

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Twice per year

### Evidence of Completion

Surveys will be kept on file

**G1.B1.S4** Implement a tutorial program to assist students with making academic gains.

### Action Step 1

Identify selected students for tutorial program

#### Person or Persons Responsible

Selected staff and administration

#### Target Dates or Schedule

January - March, 2014

#### Evidence of Completion

Data on students who attended and participated

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

Schedule of Tutorial will be on file

### Person or Persons Responsible

Tutorial Staff

### Target Dates or Schedule

January - March 2014

### Evidence of Completion

Student data analysis

**Plan to Monitor Effectiveness of G1.B1.S4**

Assessment Data on students enrolled in tutorial

### Person or Persons Responsible

Tutorial Staff

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student data will be on file

**G2.** Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills.

**G2.B1** Student and Teacher buy-in, student participation, and parent support

**G2.B1.S1** Model for teachers.

### Action Step 1

Demonstrate use of journals

### Person or Persons Responsible

Reading Coach Resource Coach Math Coach

### Target Dates or Schedule

PDD and Faculty Meetings

### Evidence of Completion

Student journals

### Facilitator:

Coaches

### Participants:

Reading Coach Resource Coach Math Coach

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

A monitoring checklist will be created by staff for implementation of the content area journals.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

At least once per month

**Evidence of Completion**

Content area journals and checklists will be available.

**Plan to Monitor Effectiveness of G2.B1.S1**

Research based strategies will be shared for effectiveness

**Person or Persons Responsible**

Leadership Team and classroom teachers

**Target Dates or Schedule**

At least once per month

**Evidence of Completion**

Research based strategies will be on file.

**G3.** Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students.

**G3.B1** Fidelity of implementation.

**G3.B1.S1** Teach and work through the 8-step process for school improvement based upon subgroups.

### Action Step 1

Teach and implement the 8 step process for school improvement

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

PDD and faculty meetings

**Evidence of Completion**

Agendas will be on file, 8 step process will be implemented

**Facilitator:**

Administrators

**Participants:**

Administration and staff

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Research based strategies

**Person or Persons Responsible**

Administration and staff

**Target Dates or Schedule**

At least once per month

**Evidence of Completion**

Agendas will be kept on file

**Plan to Monitor Effectiveness of G3.B1.S1**

Classroom observations

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Walkthroughs and observations according to district timeline

### Evidence of Completion

Observation data

**G4.** Reduce the number of chronically tardy and absent students from a minimum of 25% to 20%.

**G4.B1** Lack of parent concern. Student motivation. Teacher follow-through.

**G4.B1.S2** If absent or tardy more than once per week, Principal or designee will make personal phone call to home.

### Action Step 1

Track student data on tardy and absent students; parents will be sent certified notices for attendance concerns

### Person or Persons Responsible

Attendance clerk will alert Guidance Counselor and Principal to students absent or tardy more than once per week. Letters will be sent via certified mail to selected students

### Target Dates or Schedule

Weekly

### Evidence of Completion

Attendance records will be on file

**Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Logs will be kept when parents are contacted regarding tardy and absent students

**Person or Persons Responsible**

Attendance clerk and Guidance Counselor and/or administrator

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Logs will be kept on file

**Plan to Monitor Effectiveness of G4.B1.S2**

Strategy log will be reviewed

**Person or Persons Responsible**

Attendance clerk, Guidance Clerk and/or Administrator

**Target Dates or Schedule**

At least twice per month, if not weekly

**Evidence of Completion**

Log of strategies will be on file, student attendance records on file

**G5.** Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students.

**G5.B1** Limited planning time and preparation in delivering services to ELL and ESE students

**G5.B1.S1** Leadership team will produce a list of research based strategies to all teachers.

### Action Step 1

Selected strategies will be shared with staff

**Person or Persons Responsible**

ESE and ESOL staff

**Target Dates or Schedule**

At least monthly

**Evidence of Completion**

Strategies will be kept on file.

**Facilitator:**

ESE and ESOL Staff

**Participants:**

Instructional Staff

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Lesson Plans and classroom lessons will include strategies and teachers will discuss during Common Planning Times and Learning Team Meetings

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student data and conference notes from planning meetings

**Plan to Monitor Effectiveness of G5.B1.S1**

Classroom teachers will monitor effectiveness and administrators will monitor during observations

**Person or Persons Responsible**

Instructional Staff and Administrators

**Target Dates or Schedule**

At least weekly

**Evidence of Completion**

Observation data and student assessment data will be on file

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G5.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G6.** Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions.

**G6.B1** No barriers as funding is available

**G6.B1.S1** Fund Reading Coach, Math Coach and Resource Teacher to build capacity among teachers.

### Action Step 1

Build capacity of teachers in building with coaches' support.

#### Person or Persons Responsible

Reading Coach Math Coach Resource Teacher

#### Target Dates or Schedule

August, 2013

#### Evidence of Completion

Notes, logs, documentation by coaches.

#### Facilitator:

Respective coaches

#### Participants:

Instructional Staff and Coaches

## Plan to Monitor Fidelity of Implementation of G6.B1.S1

Provide Professional Development for staff

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Weekly at LTM and/or Faculty Meetings and Professional Development Days

#### Evidence of Completion

Agendas will be on file

**Plan to Monitor Effectiveness of G6.B1.S1**

Cohort Meetings will discuss strategies and LTM minutes will be address; teacher observations

### Person or Persons Responsible

Cohort leaders, teachers, LTF, School Administrators

### Target Dates or Schedule

Weekly; monthly observations

### Evidence of Completion

Agendas on file, assessments, lesson plans, observations on file

**G7.** Continue with the fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework to aide in teacher growth and ultimately, student achievement.

**G7.B1** Time

**G7.B1.S1** Using teachers' Professional Growth Plans, staff will brainstorm and prioritize appropriate strategies to implement the new classroom teachers' evaluation system.

### Action Step 1

Identified areas of growth will be charted and Professional Development will be shared to target the identified areas of growth

### Person or Persons Responsible

Instructional Staff and Administration

### Target Dates or Schedule

At least monthly

### Evidence of Completion

Areas of growth will be identified, Professional Growth Plans will be on file.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Identified strategies will be implemented during classroom observations

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

At least monthly

**Evidence of Completion**

Observation results will be on file

**Plan to Monitor Effectiveness of G7.B1.S1**

Teachers will track progress on their Professional Growth Plans

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

At least monthly

**Evidence of Completion**

Professional Growth Plans will be on file

**G8.** Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills.

**G8.B1** Teacher and student implementation and achievement. Temporary movement away from Lucy Calkins Writing Plan and fidelity to the Literacy Rollout Program

**G8.B1.S1** Receive training and support from Area Writing Support SMOPS contact.

### Action Step 1

Training

**Person or Persons Responsible**

District SMOPS Expert

**Target Dates or Schedule**

Weekly Lessons sent via email. Face to face meetings once per month or when necessary.

**Evidence of Completion**

Palm Beach Writes assessments; FCAT Writing

**Facilitator:**

Susan Haag

**Participants:**

Grade 4 Teachers

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

Inservice with the Area Writing Specialist to implement the SMOPS plan

**Person or Persons Responsible**

Susan Haag, Area Writing Specialist and Grade 4 teachers

**Target Dates or Schedule**

At least once per month

**Evidence of Completion**

Writing charts, agendas on file, sample lessons and student writing samples

**Plan to Monitor Effectiveness of G8.B1.S1**

Sample Writing lessons

### Person or Persons Responsible

Susan Haag, Area Writing Specialist emails samples to teachers

### Target Dates or Schedule

At least once per week

### Evidence of Completion

Sample Writing lessons will be on file

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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 Parent Involvement Liaison and our professional development coordinator will facilitate Professional Learning opportunities for parents. Reading and Math Coaches 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills.

**G2.B1** Student and Teacher buy-in, student participation, and parent support

**G2.B1.S1** Model for teachers.

### PD Opportunity 1

Demonstrate use of journals

**Facilitator**

Coaches

**Participants**

Reading Coach Resource Coach Math Coach

**Target Dates or Schedule**

PDD and Faculty Meetings

**Evidence of Completion**

Student journals

**G3.** Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students.

**G3.B1** Fidelity of implementation.

**G3.B1.S1** Teach and work through the 8-step process for school improvement based upon subgroups.

**PD Opportunity 1**

Teach and implement the 8 step process for school improvement

**Facilitator**

Administrators

**Participants**

Administration and staff

**Target Dates or Schedule**

PDD and faculty meetings

**Evidence of Completion**

Agendas will be on file, 8 step process will be implemented

**G5.** Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students.

**G5.B1** Limited planning time and preparation in delivering services to ELL and ESE students

**G5.B1.S1** Leadership team will produce a list of research based strategies to all teachers.

**PD Opportunity 1**

Selected strategies will be shared with staff

**Facilitator**

ESE and ESOL Staff

**Participants**

Instructional Staff

**Target Dates or Schedule**

At least monthly

**Evidence of Completion**

Strategies will be kept on file.

**G6.** Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions.

**G6.B1** No barriers as funding is available

**G6.B1.S1** Fund Reading Coach, Math Coach and Resource Teacher to build capacity among teachers.

**PD Opportunity 1**

Build capacity of teachers in building with coaches' support.

**Facilitator**

Respective coaches

**Participants**

Instructional Staff and Coaches

**Target Dates or Schedule**

August, 2013

**Evidence of Completion**

Notes, logs, documentation by coaches.

**G8.** Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills.

**G8.B1** Teacher and student implementation and achievement. Temporary movement away from Lucy Calkins Writing Plan and fidelity to the Literacy Rollout Program

**G8.B1.S1** Receive training and support from Area Writing Support SMOPS contact.

**PD Opportunity 1**

Training

**Facilitator**

Susan Haag

**Participants**

Grade 4 Teachers

**Target Dates or Schedule**

Weekly Lessons sent via email. Face to face meetings once per month or when necessary.

**Evidence of Completion**

Palm Beach Writes assessments; FCAT Writing

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| G1. | Increase the percent of students making learning gains to at least 69% in Reading and 61% in Math by differentiating instruction based on data,implementing a tutorial program, and taking steps to increase parental involvement of these students. | $205,000 |
| G2. | Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills. | $150 |
| G3. | Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students. | $2,500 |
| G4. | Reduce the number of chronically tardy and absent students from a minimum of 25% to 20%. | $1,000 |
| G5. | Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students. | $4,290 |
| G6. | Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions. | $136,000 |
| G8. | Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills. | $300 |
| | Total | $349,240 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Other | Evidence-Based Materials | Personnel | Evidence-Based Program | Total |
|----------------|-------|--------------------------|-----------|------------------------|-------|
| Title I funds and donations | $150 | $0 | $0 | $0 | $150 |
| Title I | $2,500 | $0 | $276,000 | $300 | $278,800 |
| Donations from Business Partners, i.e Publix Employee Donations; Title I funds | $1,000 | $0 | $0 | $0 | $1,000 |
| Title I supplies | $0 | $4,290 | $0 | $0 | $4,290 |
| Title I funds | $65,000 | $0 | $0 | $0 | $65,000 |
| Title I Funds | $0 | $0 | $0 | $0 | $0 |
| Total | $68,650 | $4,290 | $276,000 | $300 | $349,240 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the percent of students making learning gains to at least 69% in Reading and 61% in Math by differentiating instruction based on data,implementing a tutorial program, and taking steps to increase parental involvement of these students.

**G1.B1** Low parental involvement due to parents not having the time nor resources to consistently check on student progress, leaving learning and management of school life to the child and school to accomplish, limited academic performance of students, including focus, motivation, addressing student needs, etc.

**G1.B1.S1** Conduct Parent Conference activities and/or nights to parents with more than one child at the school can meet all teachers and provide a flexible schedule to meet needs.

### Action Step 1

Grade Level specific school conference nights

**Resource Type**

Other

**Resource**

Materials for supplies such as paper, ink for printers, folders, parent training materials, etc. ($2,209).Compensation for grade level conference nights for those staff members who attend after school hours ($4,000).

**Funding Source**

Title I funds

**Amount Needed**

$32,000

**G1.B1.S2** Offer strategies to parents, provide food, door prizes, and incentives such as a free homework pass to students and families participating.

### Action Step 1

Prepare a calendar of parent conference nights and activities

#### Resource Type

Other

#### Resource

Calendar of meetings and invitations to parents; Log of donations, conferences, and food expenditures

#### Funding Source

Title I Funds

#### Amount Needed

$5,000

**G1.B1.S3** Survey parents to determine wants, needs and how best they may be served and supported in their parenting role by the school.

### Action Step 1

Survey parents to assess needs

#### Resource Type

Other

#### Resource

Parent liaison to provide parent trainings and support; paper and ink for surveys

#### Funding Source

Title I funds

#### Amount Needed

$28,000

**G1.B1.S4** Implement a tutorial program to assist students with making academic gains.

### Action Step 1

Identify selected students for tutorial program

**Resource Type**

Personnel

**Resource**

Employ staff to provide assistance to teachers, students, and parents to increase student achievement

**Funding Source**

Title I

**Amount Needed**

$140,000

**G2.** Teachers will implement school-wide content area journal-keeping for all students in all main subjects. This will allow students to explore their own thinking through writing and at the same time, practice writing and note-taking skills.

**G2.B1** Student and Teacher buy-in, student participation, and parent support

**G2.B1.S1** Model for teachers.

### Action Step 1

Demonstrate use of journals

**Resource Type**

Other

**Resource**

Student journals and paper for charts, graphs, examples, models, etc.

**Funding Source**

Title I funds and donations

**Amount Needed**

$150

**G3.** Teachers will identify a common belief system that all children can learn and will be equipped with strategies to differentiate their instruction to meet the needs of all students.

**G3.B1** Fidelity of implementation.

**G3.B1.S1** Teach and work through the 8-step process for school improvement based upon subgroups.

### Action Step 1

Teach and implement the 8 step process for school improvement

**Resource Type**

Other

**Resource**

Differentiated instructional strategies will be modeled and shared with staff.

**Funding Source**

Title I

**Amount Needed**

$2,500

**G4.** Reduce the number of chronically tardy and absent students from a minimum of 25% to 20%.

**G4.B1** Lack of parent concern. Student motivation. Teacher follow-through.

**G4.B1.S2** If absent or tardy more than once per week, Principal or designee will make personal phone call to home.

### Action Step 1

Track student data on tardy and absent students; parents will be sent certified notices for attendance concerns

#### Resource Type

Other

#### Resource

Track attendance reports for all students and notify parents - ink for printers, paper, postage to send letters and awards to parent and student

#### Funding Source

Donations from Business Partners, i.e Publix Employee Donations; Title I funds

#### Amount Needed

$1,000

**G5.** Teachers will learn research-based strategies to provide more "just in time" instruction to ELL and ESE students.

**G5.B1** Limited planning time and preparation in delivering services to ELL and ESE students

**G5.B1.S1** Leadership team will produce a list of research based strategies to all teachers.

### Action Step 1

Selected strategies will be shared with staff

#### Resource Type

Evidence-Based Materials

#### Resource

Chart paper, copy paper, markers, ink, sticky tack, Gizmos, NOOK E-readers

#### Funding Source

Title I supplies

#### Amount Needed

$4,290

**G6.** Employ a Math Coach, Reading Coach and Data-Resource Coach to build teacher capacity, support the district literacy roll-out, implement Math initiatives and ensure the fidelity of instruction and timely academic and behavioral interventions.

**G6.B1** No barriers as funding is available

**G6.B1.S1** Fund Reading Coach, Math Coach and Resource Teacher to build capacity among teachers.

### Action Step 1

Build capacity of teachers in building with coaches' support.

### Resource Type

Personnel

### Resource

Hire staff members to serve as coaches and assist teachers with lesson plans and instructional strategies, professional development, data analysis, etc. Tutorial, supplies to support classrooms and tutorial to include paper, ink, laminating film, classroom libraries, folders, post-it notes, poster paper, math manipulatives ($3,304), furniture/fixtures/equipment to include educational carpets, book shelves, etc. ($1,500), computer mobile devices such as Mobies, iPads, and Nooks ($3,000)

### Funding Source

Title I

### Amount Needed

$136,000

**G8.** Implement the SMOPS Writing Plan in Grade 4 to focus and hone writing skills.

**G8.B1** Teacher and student implementation and achievement. Temporary movement away from Lucy Calkins Writing Plan and fidelity to the Literacy Rollout Program

**G8.B1.S1** Receive training and support from Area Writing Support SMOPS contact.

**Action Step 1**

Training

**Resource Type**

Evidence-Based Program

**Resource**

Chart paper, copy paper, pencils, pens, markers, etc.

**Funding Source**

Title I

**Amount Needed**

$300