

The School District of Palm Beach County

Starlight Cove Elementary School



2019-20 Schoolwide Improvement Plan

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Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

<https://sces.palmbeachschools.org>

Demographics

Principal: Kimberly Jules

Start Date for this Principal: 1/22/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (51%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jules, Kimberly	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.
Payner, Matthew	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students.
White, Cassandra	Administrative Support	Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Provides modeling and coaching support for small group instruction. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).
Somoza, Kathleen	Teacher, K-12	Provides schools with instructional leadership and support for the continuous academic improvement of all ELLs in the community of schools with which they engage. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Provides coaching, support, and professional learning strategies to individual ESOL instructional specialists to improve classroom instruction for ELLs and facilitate growth as instructional leaders. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all ELL students. Develops in-depth understanding of English language development standards and content standards to support school improvement, Uses existing ELL data appropriately to diagnose and assess school needs; guides schools in tailoring instruction to meet individual needs of ELLs.
Milhomme, Ludie	Teacher, K-12	Conducts individual and group counseling sessions to advise and assist students with academic and vocational development. Evaluates students' attributes and assist them in realizing their objectives. Develops and implements counseling strategies with contemporary methods of mentoring. Identifies behavioral problems and acts appropriately to remedy the situation.

Name	Title	Job Duties and Responsibilities
		Assesses the development of students and highlight the sense of accomplishment. Works with parents and teachers to support student needs.
Harris, Deidra	Teacher, K-12	Supports all K-5 staff in the implementation of the site reading plan and program. Works directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. Focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.
Barnes, Joy	Instructional Coach	Supports all K-5 staff in the implementation of the site math plan and program. Works directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. Focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	13	30	12	26	20	21	0	0	0	0	0	0	0	122
Attendance below 90 percent	11	25	9	16	14	13	0	0	0	0	0	0	0	88
One or more suspensions	0	2	3	8	1	6	0	0	0	0	0	0	0	20
Course failure in ELA or Math	59	74	92	139	115	76	0	0	0	0	0	0	0	555
Level 1 on statewide assessment	0	0	0	69	61	71	0	0	0	0	0	0	0	201

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	20	11	80	69	60	0	0	0	0	0	0	0	248

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

40

Date this data was collected or last updated

Friday 10/4/2019

Prior Year - As Reported

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	34	29	28	33	33	18	0	0	0	0	0	0	0	175
One or more suspensions	0	4	5	2	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	56	85	81	134	136	66	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	79	63	52	0	0	0	0	0	0	0	194

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	19	21	18	89	80	50	0	0	0	0	0	0	0	277

Prior Year - Updated

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	34	29	28	33	33	18	0	0	0	0	0	0	0	175
One or more suspensions	0	4	5	2	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	56	85	81	134	136	66	0	0	0	0	0	0	0	558
Level 1 on statewide assessment	0	0	0	79	63	52	0	0	0	0	0	0	0	194

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	19	21	18	89	80	50	0	0	0	0	0	0	0	277

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	58%	57%	34%	53%	55%
ELA Learning Gains	43%	63%	58%	51%	59%	57%
ELA Lowest 25th Percentile	49%	56%	53%	49%	55%	52%
Math Achievement	54%	68%	63%	53%	62%	61%
Math Learning Gains	68%	68%	62%	67%	62%	61%
Math Lowest 25th Percentile	58%	59%	51%	58%	53%	51%
Science Achievement	32%	51%	53%	44%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	13 (0)	30 (0)	12 (0)	26 (0)	20 (0)	21 (0)	122 (0)
Attendance below 90 percent	11 (34)	25 (29)	9 (28)	16 (33)	14 (33)	13 (18)	88 (175)
One or more suspensions	0 (0)	2 (4)	3 (5)	8 (2)	1 (5)	6 (11)	20 (27)
Course failure in ELA or Math	59 (56)	74 (85)	92 (81)	139 (134)	115 (136)	76 (66)	555 (558)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	69 (79)	61 (63)	71 (52)	201 (194)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	54%	-23%	58%	-27%
	2018	30%	56%	-26%	57%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	31%	62%	-31%	58%	-27%
	2018	36%	58%	-22%	56%	-20%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
05	2019	36%	59%	-23%	56%	-20%
	2018	41%	59%	-18%	55%	-14%
Same Grade Comparison		-5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	65%	-13%	62%	-10%
	2018	41%	63%	-22%	62%	-21%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	57%	67%	-10%	64%	-7%
	2018	46%	63%	-17%	62%	-16%
Same Grade Comparison		11%				
Cohort Comparison		16%				
05	2019	45%	65%	-20%	60%	-15%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		-15%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	51%	-20%	53%	-22%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	47	49	40	70	65	17				
ELL	28	36	46	48	66	53	25				
BLK	37	50	58	43	59	57	28				
HSP	32	41	50	56	72	60	28				
WHT	37	42		59	65		60				
FRL	32	42	49	53	67	58	31				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	45	52	27	56	40	16				
ELL	21	56	43	45	65	48	24				
BLK	35	60	69	44	58	56	54				
HSP	34	56	43	53	67	49	43				
WHT	50	67		68	85						
FRL	35	58	50	51	65	51	48				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	43	50	21	53	54	22				
ELL	22	46	58	46	61	55	28				
BLK	31	50	52	45	66	61	27				
HSP	33	50	49	55	67	60	51				
WHT	49	70		67	71		42				
FRL	33	51	50	52	67	59	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performing component area is ELA Achievement. ELA results show an overall 3% dip from 2018 to 2019. Some of the barriers we face are that teachers do not have an in-depth understanding of the standards and how to develop standards based lessons. The teaching staff is 44% with less than 7 years teaching experience, with 29% having less than 3 years of teaching experience. We also have students that struggle with foundational reading skills (L25%). We have a diverse student population (70% Hispanic, 22% Black, 7% White, 48% ELL & 97% FRL). The school lacks parental support with attendance and academics.

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

Science showed the greatest decline from the previous year. There was a 16% drop from 2018 to 2019. Some of the barriers we face are that teachers feel there is minimal time in the day adequately address science standards. Resources and time for hands-on experiments are limited. We also have students that struggle with foundational reading skills. There was also a need to provide additional professional development on the Florida Science Standards for teachers and to provide resources and training to teachers on how to maximize their instructional time. The use of Stemscoptes was a new curriculum that takes time for teachers to adapt to.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between school and state average is 27% for ELA 3rd grade and 4th grade. Some of the barriers we face are that teachers do not have an in-depth understanding of the standards and how to develop standards based lessons. The teaching staff is 44% with less than 7 years teaching experience, with 29% having less than 3 years of teaching experience. We also have students that struggle with foundational reading skills (L25%). We have a diverse student population (70% Hispanic, 22% Black, 7% White, 48% ELL & 97% FRL). The school lacks parental support with attendance and academics.

Which data component showed the most improvement? What new actions did your school take in this area?

Math scores in 3rd and 4th grade had the most improvement with both increasing 11%. The teams met once every 7 days to collaborate, develop learning goals, scales, and formative assessments. Our Single School Culture Coordinator (SSCC) provided professional development and supported teachers' growth in planning for and delivering differentiated instruction. Select teachers began becoming more familiar with collecting and analyzing data to develop appropriate instruction. We supported our subgroups through small group instruction, so that we would continue to see student achievement increase. We focused on building the capacity of teachers and building a culture that supports and provides training to parents to help their children at home.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of Level 1's on the FSA is an area of concern. School-wide, we had 201, or 24%. Also, the number of students with a failure in ELA There were 89% of 3rd Grade students receiving a Needs Development on a report card in ELA or Math.

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

1. Increase ELA student achievement
2. Regain points lost in Science achievement
3. Continue to increase in the area of Math
4. Provide early interventions for low performing students.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in ELA
Rationale	The lowest performing academic area is ELA, an ongoing need, which, if addressed, will enhance achievement across all content areas. The gap between the school's ELA Achievement (33%) and the State average (58%) is the greatest, at 25 percentage points. In particular, the gap between the school's ELA Achievement in 3rd grade (31%) and the State average (58%) is 27 percentage points.
State the measurable outcome the school plans to achieve	The school's academic goals are to increase the percentage of students achieving proficiency in ELA from 33% to 38% overall with a particular focus on 3rd grade reading achievement. Improving reading achievement in 3rd grade will impact achievement in 4th and 5th grade. This area of focus aligns with the Long Term Objectives of the 2016-21 District Strategic Plan Long Term Outcome (LTO) #1 to increase reading on grade level by third grade; to ensure the academic proficiency of all students from prekindergarten through grade 2; and to establish personalized learning opportunities for all students.
Person responsible for monitoring outcome	Kimberly Jules (kimberly.jules@palmbeachschools.org)
Evidence-based Strategy	Action Step #1: - Teachers will participate in Common Planning, PLCs, and Professional Development Days to analyze data and increase their foundational knowledge of standards. -Develop teacher capacity to deliver effective instruction in the areas of Reading, Writing, Math and Science. -Implement adaptive curriculum such as iReady and Successmaker to help monitor progress towards achievement goals. -Utilize academic tutors within classrooms to support teachers in implementing evidenced-based instructional best practices with students.
Rationale for Evidence-based Strategy	Providing teachers with supportive PLC and Common Planning time will increase their competency and mastery of standards to effectively deliver instruction within the classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will increase their knowledge of the standards, analyze student data, collaboratively plan and implement standards-based instruction aligned with the Palm Beach Model of Instruction. 2. Students will engage in personalized, adaptive instruction targeted to meet their specific learning needs using iReady Reading and Math Diagnostic. Students will utilize strategies, such as student iReady Journals to engage more actively in the process of iReady learning and to self-monitor their progress towards achieving desired goals. 3. Students will engage in learning through small group instruction and extended learning opportunities to support individualized/differentiated instruction 4. Academic tutors will be trained in the use of Leveled Literacy Interventions (LLI) and methods to support classroom teachers during whole and small group math and literacy instruction.

5. Tutors will participate in planning with the classroom teacher they support, allowing for common planning and collaboration.

Person Responsible Cassandra White (cassandra.white@palmbeachschools.org)

#2

Title Build a positive and supportive school climate

Rationale If we establish a positive and supportive school climate, then student academics will improve in all content areas. Students often deal with familial and emotional issues that impede learning. Teachers are often inadequately prepared to provide the appropriate support and interventions. Providing students, teachers and parents with tools, resources and knowledge will increase their ability to identify and regulate behaviors.

State the measurable outcome the school plans to achieve The school's academic goals are to increase the percentage of students achieving proficiency in ELA from 33% to 38% overall with a particular focus on 3rd grade reading achievement. Improving reading achievement in 3rd grade will impact achievement in 4th and 5th grade.

Person responsible for monitoring outcome Kimberly Jules (kimberly.jules@palmbeachschools.org)

Evidence-based Strategy Through Morning Meeting, teachers will establish a safe environment that provides essential trust, encourages respectful learning and increases engagement, creating a positive classroom culture where students can do their best learning.

Rationale for Evidence-based Strategy Training teachers to identify and provide the appropriate support and interventions will improve culture, climate and student well-being, which in turn, will improve student academic performance.

Action Step

Description

1. Provide provide professional development for Morning Meeting
2. Develop and equip a Guidance Team to provide counseling support to families and students
3. Student support will include identifying social and emotional needs. Services will be provided at the school, and through community agencies.
4. Parent liaison will be hired to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

Person Responsible Matthew Payner (matthew.payner@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art exhibits of various cultures and in music our students study music of different countries and in media our library selection is filled with books related to the variety of cultures.

Starlight Cove is an AVID (Advancement Via Individual Determination) Elementary School. The AVID program uses research-based strategies for elementary students in order to expose them to the college and career path. The philosophy of AVID is grounded in the idea that a through growth mindset students succeed in following their dreams and fulfilling their aspirations. Our teachers engage students in activities and instruction that develops a sense of hope for personal achievement through hard work and determination. Our students participate in career chats where professionals discuss their college and career experiences. Students have the opportunity to visit a college or university campus. At the end of the year we host a Career Day where all students can learn more and gain insight into various careers.

Starlight Cove provides an environment where school--wide expectations have been established in the areas of academics, behavior and climate. Our School-wide Positive Behavior Plan outlines what is expected of every student at Starlight Cove. The School-wide Positive Behavior Plan includes:

- A set of expectations that all students must follow in various areas of the school, such as the classroom, hallways, cafeteria, etc.
- A list of consequences that are followed when expectations are not followed.
- A point systems through LiveSchool that allows students to earn points when school-wide expectations are followed.
- A weekly incentive for all students that allows them to purchase items or activities from the LiveSchool store.
- Staff members that participate in district provided trainings and then provide on-site PD for faculty and staff.

Starlight Cove will be participating in the upcoming Social and Emotional Learning cohort. During this first year of implementation, there will be a focus on building the adult SEL skills of the staff while implementing Morning Meeting. Morning meeting is consists of the following components:

- Greeting: Students and teachers greet one other by name.
- Sharing: Students share information about important events in their lives. Listeners offer empathetic comments or ask clarifying questions.
- Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion.
- Morning Message: Students read a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Starlight Cove Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. students, parents, teachers, etc.) in assessing the current cultural awareness and student-teacher relationships.

Teachers implement activities related to Hispanic Heritage Month and Black History Month.

Our Assistant Principal coordinates the Dad's Bring Your Child To School Day in September in which fathers and other significant male role models are invited to bring their child to school, eat breakfast with them, engage in short activity, and learn about the importance being an active and involved male role model makes in a child's life.

Our Guidance Team, including our Co-located Mental Health Professional and Behavioral Health Professional, are integral in implementing our goal of supporting the social emotional needs of our students and families by providing counseling services to students and referrals to outside agencies for parents.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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, a Co-located Mental Health Counselor and a Behavioral Health Professional who work with all students. They implement the district classroom guidance curriculum, which includes teaching the Character Counts Pillars in Grades K-5. In addition, Grade 5, is exposed to the Student Success Skills Curriculum which focuses on teaching goal-setting and self-management. In addition, they provide individual and group counseling for high needs issues such as Divorce, Anger Management, etc.

We are an AVID (Advancement Via Individual Determination) School and in year 4 of implementation. Specific focus is on Grades 3, 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 ESOL Coordinator. Teachers and staff meet weekly to identify and discuss students in need of social-emotional support and families who may be in need of other support services.

Our Parent Liaison provides a "personal touch" by working individually with parents and ensure their and their child's needs are met.

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. A summer backpack of learning tools such as flashcards 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 Kindergarten Readiness Screener (FLKRS) to determine individual and small group instructional needs as well as individual student strengths and weaknesses.

When parents and children come for the first time, they are offered a tour, and time to peruse our handbooks and information such as the School Improvement Plan. We also hold a special Kindergarten Roundup Event in May of each school year. Parents and students are given a tour of our campus and visit Kindergarten classrooms. A staggered-start is used at the beginning of each school year for students to appropriately adjust to school.

For Grade 5 to Middle School Transition, we hold an elegant "Moving On" Ceremony at our local high school theater.

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.

In alignment, to school board 2.09 and Florida State Statue 1003.42 our school highlights multicultural diversity within the arts. Our students are exposed to art , music and texts of different cultures related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics, women , and Holocaust studies.

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.

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.

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 provide support and referral to the families to SDPBC resources (ex. Student Intervention Services, free/reduced lunch, 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.

Nutrition

Our students utilize the "Commit to Be Fit" planners and program guides for nutrition and health. We take part in the district's Fruit and Vegetable Program .

Career and Technical Education

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.

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 Grades 3,4, 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.

We also partner with our local high school, who provide seniors to mentor our students. These seniors establish a great rapport with our students who look up to them. These high school students are often college-bound and share their path and plans with our students who are then motivated by what they perceive as someone not too different from them who are college bound.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase student achievement in ELA				\$3,070.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	1100-STATE FEES-CONTINUED	0771 - Starlight Cove Elementary Schl	School Improvement Funds	823.17	\$3,070.00	
2	III.A.	Areas of Focus: Build a positive and supportive school climate					\$0.00
					Total:	\$3,070.00	