

The School District of Palm Beach County

Starlight Cove Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Palm Beach County School Board.

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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Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

<https://sces.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	93%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: 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, position title, and job duties/responsibilities 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.
Vidal, Nadia	Teacher, ESE	Coordinates ESE Services to ensure students are receiving their required support. Works closely with teachers, parents and students to keep up to date on required documentation.
DiMauro, Niska	Instructional Coach	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.

Demographic Information

Principal start date

Monday 1/22/2018, Kimberly Jules

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Total number of teacher positions allocated to the school

75

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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*
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	86	117	112	96	122	121	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	35	37	34	39	36	0	0	0	0	0	0	0	181
One or more suspensions	0	2	3	0	2	7	0	0	0	0	0	0	0	14
Course failure in ELA	0	38	76	54	100	75	0	0	0	0	0	0	0	343
Course failure in Math	0	33	52	43	55	44	0	0	0	0	0	0	0	227
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	36	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	26	0	0	0	0	0	0	0	41
FY20 ELA Diag Levels 1 & 2	0	0	0	88	75	97	0	0	0	0	0	0	0	260
FY20 Math Diag Levels 1 & 2	0	0	0	67	62	62	0	0	0	0	0	0	0	191

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	0	35	57	45	74	62	0	0	0	0	0	0	0	273

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/8/2020

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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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 49% with less than 7 years teaching experience, with 23% 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). Grade 3 Reading proficiency was at 31% in 2019 and 30% in 2018.

FY20 Winter Diagnostic data reflects our Overall (Gr 3, 4 and 5) proficiency at 32%. However, Grade

4 ELA proficiency is at 37%- a 6% increase over FY 19 FSA. In addition, our Grade 3 students were at 32% on the Winter Diagnostic, up 1% from FY 19 FSA which was 31%. This average was brought down by Grade 5 which reflected a 28% proficiency, which was down from 36% on FY 19 FSA. Modifications was made to Grade 2 team. Experienced teachers were added to ensure critical skills are addressed prior to Grade 3.

FY21, to ensure success in our future third graders, we will focus on the standards being taught within K-2 . PLCs will strategically plan instruction by analyzing the assessments, standards needed to be taught and review the strategies & instruction to support all learners through differentiation.

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

In FY19 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. Grade 5 Science proficiency fell from 50% in 2018 to 32% in 2019.

In FY20, Winter Diagnostic demonstrated that out of 131 students, we have 41 scoring a level 3, 4, 5 proficiency, while 90 are scoring level 1 and 2.

We believe results may be correlated to the students reading proficiency. Our historical data shows we were on an upwards trend in 2017 and 2018. We also feel there was not enough time to cover all the content and curriculum prior to the Diagnostic, which is reflected in the data. To make the positive changes, we incorporated Science videos with vocabulary and definitions during the lunch block. Fridays were competition days to show understanding. We will also begin our first year of being a STEM Choice School.

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.

Grades 3 and 4 students achieving Reading proficiency saw a negative 27% gap between the State and our school. 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).

FY20 Winter Diagnostic data reflects our Overall (Gr 3, 4 and 5) proficiency at 32%. However, Grade 4 ELA proficiency is at 37%- a 6% increase over FY 19 FSA. In addition, our Grade 3 students were at 32% on the Winter Diagnostic, up 1% from FY 19 FSA which was 31%. This average was brought down by Grade 5 which reflected a 28% proficiency, which was down from 36% on FY 19 FSA.

FY21, to ensure success in our we will focus on the standards being taught. During PLCs we will strategically plan instruction by analyzing the assessments, standards needed to be taught and review the strategies & instruction to support all learners through differentiation.

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

Grade 4 Math proficiency rose from 46% in 2018 to 57% in 2019. Targeted after-school tutorials, professional development for teachers, and focused PLC meetings addressing the standards may

have all contributed to this increase.. 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?

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.

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensures student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation was guaranteed, or goal is to offer both virtual/live tutorials to support all learners. Administrators will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

1. Increasing students learning gains/proficiency in ELA for 3-5, allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

2. Increasing proficiency in Science helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

3. Ensuring learning gains & progress for ESSA categorized sub groups, SWDs and ELLs (dropped from a range of 56 to 36 from 2018-2019). We will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

4. Build a positive and supportive school climate that promotes the social-emotional and academic developmental needs of all students. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students

and build relationships with them to motivate and ensure their attendance.

We will support our students through:

- Continue Leadership Team classroom walk-throughs to ensure fidelity of plans discussed in PLCs.
- Begin "Crunch Time" support in classrooms.
- Leadership Team, ESE Team, and ESOL Team, to be given at least one small group of identified students in need. Will work with students who dropped a level from FSA to Winter Diagnostic or have shown a valid need.
- Continue iReady rewards, an incentive program from iReady (Jar Wars and Hungry Snargg) that will be an incentive to students to complete high-quality work and reach their minimum required minutes.
- Plan for a virtual Literacy Coalition Volunteer Readers in Grade 1 if unable to come to building.
- Develop positivity through Social Emotional Learning; students participate in "morning meetings" where they have the opportunity to discuss key topics; they express their opinions, their beliefs and feelings. We will also implement Sanford Harmony a curriculum which teaches children about empathy, acceptance of one another, and diversity. SEL supports character building and self esteem development.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

The lowest performing academic area is ELA, an ongoing need, which, if addressed, will enhance achievement across all content areas. Based upon FSA 2019, 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.

FY20 Winter Diagnostic data reflects our Overall (Gr 3, 4 and 5) proficiency at 32%. However, Grade 4 ELA proficiency is at 37%- a 6% increase over FY 19 FSA. In addition, our Grade 3 students were at 32% on the Winter Diagnostic, up 1% from FY 19 FSA which was 31%. This average was brought down by Grade 5 which reflected a 28% proficiency, which was down from 36% on FY 19 FSA. Modifications was made to Grade 2 team. Experienced teachers were added to ensure critical skills are addressed prior to Grade 3.

FY21, to ensure success in our future third graders, we will focus on the standards being taught within K-2 . PLCs will strategically plan instruction by analyzing the assessments, standards needed to be taught and review the strategies & instruction to support all learners through differentiation.

Measurable Outcome:

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:

- Teachers will participate in Common Planning, PLCs, to analyze data and increase their foundational knowledge of standards. Professional Development Days to 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:

- PLCs/PDs Providing teachers with supportive PLC and Common Planning time will increase their competency and mastery of standards to effectively deliver instruction within the classroom. 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.
- Adaptive Technology (iReady, etc.) meets students where they are and helps slowly stretch their thinking and learning.

Action Steps to Implement

PLCs:

- a. Develop a schedule for PLC rotation for all teachers, including resource teachers (ESE/ESOL)
- b. Develop a coverage schedule so teachers can participate in end of the day PLCs.

- c. Develop agendas based on data analysis and/or teacher needs
- d. Teachers will be supported by Admin, SSCC, coaches on understanding and implementing best practices.
- e. Monitoring will occur through data analysis of student performance, classroom fidelity walks, and lesson plans (SSCC, AP)

Person Responsible Kimberly Jules (kimberly.jules@palmbeachschools.org)

Technology:

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.

- a. Programs will be introduced to teachers
- b Timeline of assessment will be shared
- c Support to teachers and students will be given throughout the duration of the school year.

Person Responsible Deidra Harris (deidra.harris@palmbeachschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and 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.
Measurable Outcome:	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. A welcoming, supportive environment will also positively impact attendance.
Person responsible for monitoring outcome:	Cassandra White (cassandra.white@palmbeachschools.org)
Evidence-based Strategy:	1. 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. This year, with the addition of the Sanford Harmony Curriculum, teachers will now have another tool in which to increase the SEL skills of students.
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. Giving teachers another tool (Sanford Harmony) will help them teach SEL skills to students.

Action Steps to Implement

SEL Components:

1. Provide training/review for Morning Meeting Activities
2. Provide district overview/training on the Sanford Harmony Curriculum.
3. Administration will monitor implementation.

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

Counseling Support for Culture and Environment:

- 1-Develop and equip a Guidance "Care Team" to provide counseling support to families and students (School Counselors, MHP, BHP).
- 2- Train Care Team on identifying social and emotional needs.
- 3- Develop a shared Google Folder with students receiving Support Services.
- 4- Weekly Care Team Meetings with AP to discuss students, interventions, etc...

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. At SCES, we have a very high ELL population of Hispanic/Latino students. We highlight and recognize our students through diverse activities, celebrations, literary studies, cultural contributions, etc. during Hispanic Heritage month. We have established a partnership with Santaluces HS, where the students from their Latinos in Action group come to our school and mentor our students.

We teach our students the state mandated curriculum of Suite 360, to support safety, mental, social and cultural well being.

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 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 training and then provide on-site PD for faculty and staff.

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

Creating: Students and teachers greet one another by name

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Strategies:

1. Train teachers to implement Morning Meeting Social-Emotional Learning time into the daily curriculum.
2. Utilize research-based Sanford Harmony Curriculum to teach main SEL components.
3. Develop and equip a comprehensive Guidance Team to provide support to families and students with counseling and referral services and professional development to teachers. This will include a Behavioral Health Professional and a Co-located Mental Health Professional in addition to two Guidance Counselors.

Our school understands that building students' non-academic skills ultimately supports their academic growth. We fully implement a School-wide Positive Behavior Program in which all staff implement CHAMPs expectations, throughout the entire campus.

Our School Counselors implement the Character Counts Education Program in which students are taught the pillars of Fairness, Trustworthiness, Caring, Responsibility, Citizenship and Respect. In addition, our counselors will be using the Second Step Curriculum to infuse lessons on empathy, self-esteem, etc...

Our counselors also support family needs as well through home visits and connections to community resources in addition to running small group counseling services on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc.

All students partake in earning points through Liveschool. This is an online program which allows teachers to track behavior and compliance in real time via computers, smartphones and tablets. Students earn points which can be used to purchase privileges and rewards. Students earn points by following our STAR behavior... being Safe, Team Players, Achievers and Respectful.

We provide daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart".

Starlight Cove Elementary offers a before and after school School Age Child Care Program and the Century 21 Program to assist families and students with needs before and after school.

1-Continue with monthly PBIS Meetings

2-Continue with discipline steps that were given to teachers as a way to address and intervene with

classroom behaviors.

- 3-Continue with the Character Counts recognition program began by our Guidance Department this year.
- 4- Continue with added support we have received this year by welcoming a Behavioral Health Practitioner and a Co-Located Mental Health Counselor on campus.
- 5- Continue with High School student Mentoring program in Grades K and 1.
- 6- Continue with High School Latinos In Action Program mentoring 3rd, 4th and 5th Graders.
- 7- Continue with National Council of Jewish Women Book Club for 4th Grade girls.
- 8- Continue Literacy Coalition Volunteer support.
9. Continue the exciting and rewarding events such as Literacy Week dress up days.
10. Continue with daily Morning Meetings within classrooms.
11. Begin Sanford Harmony Curriculum.

Continue a school-wide focus on Social and Emotional Learning (SEL) where children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$840.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5000	120-Classroom Teachers	0771 - Starlight Cove Elementary Schl	School Improvement Funds	763.31	\$840.00	
			Notes: Funds will be utilized for program/process towards student achievement.				
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning					\$0.00
Total:						\$840.00	