

The School District of Palm Beach County

Starlight Cove Elementary School



2021-22 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 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 | |
| * 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 10/20/2021.

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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 91% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | C |

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 | Position 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 | ELL Compliance Specialist | 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 | School Counselor | 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 | Position 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. |
| 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

76

Total number of students enrolled at the school

719

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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 | 108 | 99 | 113 | 123 | 84 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 635 |
| Attendance below 90 percent | 0 | 34 | 18 | 34 | 17 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 36 | 69 | 87 | 69 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 347 |
| Course failure in Math | 0 | 21 | 49 | 74 | 60 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 258 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 50 | 64 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 45 | 58 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |
| Number of students with a substantial reading deficiency | 0 | 3 | 27 | 33 | 34 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 123 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 64 | 74 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 215 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 55 | 71 | 65 | 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 | 27 | 45 | 76 | 61 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 286 |

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 | 1 | 15 | 1 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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 | 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 |

2020-21 - 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 | 86 | 117 | 112 | 96 | 122 | 121 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 654 |
| Attendance below 90 percent | 36 | 27 | 34 | 24 | 32 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 1 | 1 | 0 | 1 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA | 0 | 36 | 77 | 79 | 82 | 88 | 84 | 0 | 0 | 0 | 0 | 0 | 0 | 446 |
| Course failure in Math | 21 | 54 | 67 | 75 | 54 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 316 |
| 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 | 29 | 54 | 69 | 75 | 81 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 372 |

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 |

Part II: Needs Assessment/Analysis**School Data Review**

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 34% | 58% | 57% | 36% | 57% | 56% |
| ELA Learning Gains | | | | 43% | 63% | 58% | 59% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 49% | 56% | 53% | 50% | 56% | 48% |
| Math Achievement | | | | 54% | 68% | 63% | 52% | 65% | 62% |
| Math Learning Gains | | | | 68% | 68% | 62% | 66% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 58% | 59% | 51% | 51% | 53% | 47% |
| Science Achievement | | | | 32% | 51% | 53% | 50% | 56% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 31% | 54% | -23% | 58% | -27% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 31% | 62% | -31% | 58% | -27% |
| Cohort Comparison | | -31% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 36% | 59% | -23% | 56% | -20% |
| Cohort Comparison | | -31% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 52% | 65% | -13% | 62% | -10% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 57% | 67% | -10% | 64% | -7% |
| Cohort Comparison | | -52% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 45% | 65% | -20% | 60% | -15% |
| Cohort Comparison | | -57% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 31% | 51% | -20% | 53% | -22% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Spring SY 2021 and Fall SY 2022 iReady and Successmaker were used to compile the data below.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 28 | 17 | 26 |
| | Economically Disadvantaged | 29 | 18 | 27 |
| | Students With Disabilities | 22 | 11 | 11 |
| | English Language Learners | 17 | 13 | 12 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 56 | 59 |
| | Economically Disadvantaged | | 57 | 61 |
| | Students With Disabilities | | 74 | 63 |
| | English Language Learners | | 42 | 41 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 12 | 7 | 19 |
| | Economically Disadvantaged | 12 | 7 | 19 |
| | Students With Disabilities | 4 | 0 | 12 |
| | English Language Learners | 4 | 2 | 12 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 56 | 48 |
| | Economically Disadvantaged | | 57 | 48 |
| | Students With Disabilities | | 46 | 50 |
| | English Language Learners | | 47 | 35 |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 44 | 50 |
| | Economically Disadvantaged | | 45 | 50 |
| | Students With Disabilities | | 24 | 36 |
| | English Language Learners | | 30 | 34 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 52 | 52 | 36 |
| | Economically Disadvantaged | 53 | 52 | 36 |
| | Students With Disabilities | 52 | 48 | 19 |
| | English Language Learners | 44 | 44 | 30 |
| | | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 48 | 40 |
| | Economically Disadvantaged | | 47 | 38 |
| | Students With Disabilities | | 32 | 17 |
| | English Language Learners | | 37 | 24 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 37 | 39 | 31 |
| | Economically Disadvantaged | 34 | 37 | 30 |
| | Students With Disabilities | 17 | 25 | 17 |
| | English Language Learners | 21 | 25 | 22 |
| | | | | |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 52 | 64 |
| | Economically Disadvantaged | | 51 | 63 |
| | Students With Disabilities | | 38 | 47 |
| | English Language Learners | | 29 | 41 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 61 | 56 | 46 |
| | Economically Disadvantaged | 62 | 56 | 47 |
| | Students With Disabilities | 61 | 49 | 38 |
| | English Language Learners | 54 | 47 | 36 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 59 | 57 | 65 |
| | Economically Disadvantaged | 58 | 56 | 65 |
| | Students With Disabilities | 44 | 33 | 53 |
| | English Language Learners | 39 | 32 | 54 |
| | | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 11 | 48 | 50 | 27 | 41 | 26 | 17 | | | | |
| ELL | 25 | 58 | 54 | 35 | 49 | 39 | 22 | | | | |
| BLK | 31 | 59 | | 36 | 55 | | 30 | | | | |
| HSP | 31 | 57 | 54 | 42 | 48 | 35 | 19 | | | | |
| WHT | 27 | | | 33 | | | | | | | |
| FRL | 31 | 55 | 56 | 40 | 49 | 39 | 21 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 47 |
| Total Points Earned for the Federal Index | 338 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 41 |
| 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 | 43 |
| 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 | 42 |
| 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 | |
|--|-----|
| 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 | 30 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 42 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The lowest performing component area is ELA Achievement. ELA FSA 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 51% 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, 20% Black, 9% White, 47% ELL & 96% 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%.

FY21 Winter Diagnostic data reflects our Overall (Gr 3, 4 and 5) proficiency at 34%.

FY22, 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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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. Another area of concern are the number of

level 1 students on the FSA in ELA and Math. There was a total of 143 Level 1 ELA students (3rd - 50 students, 4th - 64 students, 5th - 29 students). In Math there were 134 Level 1 students. (3rd - 45 students, 4th - 58 students, 5th - 31 students).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. FY22, 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. Targeted support will be provided for all struggling learners with focus on our ELL and SWD students. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners. We will encourage student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for ice pops, photographs, pizza party, etc.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 4 Math proficiency rose from 46% in 2018 to 57% in 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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 lessons, and analyzed data. 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.

What strategies will need to be implemented in order to accelerate learning?

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. Administrators will be assigned to support the students and build relationships with them to motivate and ensure their attendance. Specific focus on ensuring fair game benchmarks are infused in Grade 5 Science lessons as some of our current 5th Graders may not have received appropriate support due to disruptions to learning during the pandemic.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. We will focus on implementing the B.E.S.T. standards in K-2 for ELA. Teachers will received training to effectively implement address all components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. 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.
2. Professional development for Science teachers will focus on vocabulary, teaching critical thinking and problem solving skills. In addition, Grade 5 teachers will be trained on how to infuse fair game benchmarks into the scope of their lessons. Finally, training of our teachers will be held in how to successfully incorporate hands-on lessons to increase interest and participation. This Professional Development will enable teachers will actively be involved in observing student work and provide constant feedback to drive learning.
3. Ensuring learning gains & progress for ESSA categorized sub groups, SWDs and ELLs. 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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Leadership Team classroom walk-throughs to ensure fidelity of plans discussed in PLCs.
- "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.
- Continue us of Successmaker to support Math instruction.
- 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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

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| Area of Focus | The lowest performing academic area is ELA, an ongoing need, which, if addressed, will enhance achievement across all content areas. Proficiency in this area has been historically in the low 30s for the past several years. |
| Description and Rationale: | FY22, 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. |
| Monitoring: | Classroom walkthroughs will be conducted to ensure that what is discussed in PLCs is being implemented in the classrooms. |
| Person responsible for monitoring outcome: | Kimberly Jules (kimberly.jules@palmbeachschools.org) |
| Evidence-based Strategy: | <ul style="list-style-type: none"> - 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: | <p>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.</p> <p>-Adaptive Technology (iReady, Successmaker,etc.) meets students where they are and helps slowly stretch their thinking and learning.</p> |

Action Steps to Implement

PLCs:

- Develop a schedule for PLC rotation for all teachers, including resource teachers (ESE/ESOL)
- Develop a coverage schedule so teachers can participate in end of the day PLCs.
- Develop agendas based on data analysis and teacher and student needs
- Teachers will be supported by Admin, SSCC, coaches on understanding an implementing best practices.
- 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)

#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.

Monitoring: Classroom walkthroughs to ensure that Morning Meetings are occurring with fidelity.

Person responsible for monitoring outcome: Cassandra White (cassandra.white@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. 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 time in schedule for Morning Meeting Activities
- 2 Utilize 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

Using the [SafeSchoolsforAlex.org](https://safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see Starlight Cove is ranked 379 out of 1,395 Elementary Schools in the State. This is a LOW incident ranking. We reported .2 incidents per 100 students. When looking at the ranking details, we are 308/1395 for Violent Incidents, 887/1395 for Drug/Public Order Incidents and 1/1395 for Property Incidents.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data and AVID strategies, lessons and resources.

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.

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. Build in time for Morning Meeting Social-Emotional Learning into the daily curriculum.
2. Utilize research-based Sanford Harmony Curriculum to teach main SEL components.
3. Support our 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 after school School Age Child Care Program and the Century 21 Program to assist families and students with needs before and after school.

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.

In addition, as stipulated within Florida Statute & Policy 2.09 Starlight Elementary ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers- Implement Morning Meeting

Administrators- conduct walk-throughs to ensure Morning Meeting occurring

Guidance Counselors- continue Attendance rewards and recognition

Part V: Budget

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

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|--------|--------|--|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| Total: | | | \$0.00 |