Starlight Cove Elementary School

2022-23 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: 8/25/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (48%) 2017-18: C (52%)
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.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Jules, Kimberly	Principal	The Principal will monitor and work will the Leadership Team listed below to ensure implementation of all strategies and action steps towards the continuous improvement process at Starlight Cove Elementary to allow . The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the Principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members in the understanding of the standards and the vision of academic success aligned to college and career readiness. In addition, the Principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The Principal quickly and proactively addresses opportunities for growth in instruction and student learning. Finally, as principal, Mrs. Jules must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving teaching and learning at Starlight Cove Elementary.
Walsh, Erin	Assistant Principal	As Assistant Principal, Ms. Walsh supports professional learning and collaboration amongst teachers and resource staff, focusing on content, instruction, and pedagogy. She must demonstrate through daily decisions and actions that the school's priorities are safety and academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the Principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Barnes, Joy	Instructional Coach	The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. Finally, the Math Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process, serving as a member of the School Based Team and ensure SIP goals are met for Math. She will also lead standards based planning and follow the FCIM coaching cycle.
Vidal, Nadia	Teacher, ESE	The ESE Contact, Ms. Vidal, manages the caseload of ESE students and assists teachers and staff in coordinating ESE and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. She collaborates with teachers to provide suggested strategies and accommodations to best meet the students' individual needs and assists

Name	Position Title	Job Duties and Responsibilities
		students in meeting goals as defined in the IEP. She provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external stakeholders such as: students, parents, teachers, counselors, other schools, and related service providers, agencies, etc.
Somoza, Kathleen	Teacher, K-12	The ESOL Coordinator, Ms. Somoza, assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. She collaborates with community agencies and organizations in assisting families to access available resources. She monitors and conducts Limited English Proficient (LEP) student assessment and placement procedures. She conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. She coordinates ESOL record keeping requirements, establishes school data collection, analysis, and reporting systems to assess student progress, and finally, she assists school staff in ensuring ESOL program compliance.
DiMauro, Niska	Other	The Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of all students. Ms. DiMauro applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, ensures successful alignment and implementation of school improvement decisions, and oversees the development of the school-wide culture.
Real, Robert	Instructional Coach	The Science Coach, Mr. Real, assists with the coordination and implementation of the District approved Science curriculum, which follows state standards. He utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. He participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Science Coach is on the Fine Arts Wheel providing hands on Science instruction to our students in grades three through five, providing much needed in depth instruction on fair game benchmarks that students have not mastered in prior years. He opens his doors as a model classroom, allowing teachers to come in and observe his

Name	Position Title	Job Duties and Responsibilities
		teaching as an instructional learning lab site. While supporting the students he also supports the teachers.
Harmount, Kaley	Behavior Specialist	Our Behavioral Health Professional, Ms. Harmount, provides mental wellness awareness education, interventions, and supports to students, families, and school staff. Her work focuses on a continuum of services – Core/Universal, Supplemental and Intensive. Ms. Harmount collaborates with members of the School Based Team, Mental Health Team, and other school teams so that their work enhances the Universal, Supplemental, and Intensive mental health interventions provided in the school. All of these efforts lead to a stronger foundation for academic success for students.
Housen Peterkin, Nicole	Parent Engagement Liaison	Ms. Peterkin serves as our Community Resource Person who assists Starlight Cove with parent and community engagement. She plans and implements campus activities and assists parents with school-related concerns. Her major responsibilities are to facilitate an increase in parent and community involvement on campus by assisting in ensuring that families feel welcome. She works to expand linkages with social, educational, health, and other human resource agencies. She participates in staff development, training programs, faculty meetings, and special events
Battista, Lauren	Other	Ms. Battista guides the implementation of Professional Learning Community Meetings, utilizing data to monitor growth proficiency of students, and ensure that all teachers understand the identified standards being taught and the processes around delivery of instruction and the specific standards. Additionally, Ms. Battista leads the School Based team, scheduling meetings to review student data, identify student needs, facilitate the decision making process to lead to appropriate supplemental and intensive interventions and goal setting progress monitoring and record keeping to close the achievement gap.

Demographic Information

Principal start date
Thursday 8/25/2022, Kimberly Jules

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
14

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

729

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	111	97	113	130	87	0	0	0	0	0	0	0	538
Attendance below 90 percent	0	57	33	46	35	20	0	0	0	0	0	0	0	191
One or more suspensions	0	1	3	2	0	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	33	45	85	61	52	0	0	0	0	0	0	0	276
Course failure in Math	0	19	35	50	46	44	0	0	0	0	0	0	0	194
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	42	33	0	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	42	39	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	1	16	10	9	0	0	0	0	0	0	0	36

Using the table above, complete the table below with the number of students by current grade level who have 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	25	40	60	59	52	0	0	0	0	0	0	0	236

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 9/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	59%	56%				34%	58%	57%
ELA Learning Gains	59%						43%	63%	58%
ELA Lowest 25th Percentile	53%						49%	56%	53%
Math Achievement	42%	53%	50%				54%	68%	63%
Math Learning Gains	65%						68%	68%	62%
Math Lowest 25th Percentile	54%						58%	59%	51%
Science Achievement	19%	59%	59%				32%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	54%	-23%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	31%	62%	-31%	58%	-27%
Cohort Comparison		-31%				
05	2022					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-52%				
05	2022					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	51%	-20%	53%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	45	55	28	60	60	9				
ELL	24	60	45	40	61	46	13				
BLK	32	63	54	36	67	60	18				
HSP	29	57	52	43	64	47	18				
WHT	54	50		40	50						
FRL	32	60	53	42	65	54	19				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	47
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	49
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

Part III: Planning for Improvement

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?

When comparing FY19 vs. FY22 data, trends that emerge are:
* Despite a 2 percentage points drop in achievement in ELA proficiency in 3rd through 5th on FSA from 2019 to 2022, we saw increases in learning gains of 16 points, from 43% to 59%.
* Similarly, we saw an increase in the learning gains of our Lowest 25% on the FSA from 2019 to 2022 of 4% (from 49% to 53%).
* The grade level that held steady in ELA on the FSA is 4th at 31%. 5th saw the greatest decrease -- 10% from 36% to 26%.
* In Math, we saw decreases in proficiency (12%; 54% to 42%) and learning gains (3%; 68% to 65%).
* Individual grade levels math achievement, 5th had the smallest decline with 3% (45 to 42). 4th dropped from 57% to 44% (13 points). The greatest decline was in 3rd : 20 points from 52 to 32.
* In Science, our proficiency dropped 13% from 32% to 19%.
* In iReady ELA diagnostic data, we saw a 2% growth, K-5 in 2022 over 2019 (40% to 42%). There is no 2019 data for iReady Math.

Based on this review, our focus will be increasing proficiency in all content areas. We need to focus on standards based instruction, understanding the B.E.S.T. standards K-5 in ELA and Math, differentiation

of instruction through both acceleration and scaffolding to meet the needs of all learners. Of the ESSA subgroups, attention will be given to our SWD.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase achievement in grades three through five in all content areas and learning gains in Math. In addition, our focus will be on the needs of our students with disabilities. If we focus on engaging students in standards based teaching and learning to attain the required skills and knowledge for future success, each child will continually grow to reach their greatest potential. When we focus on the core content areas of literacy, math, and science with reteaching of standards, reinforcement of foundational skills, and scaffolding of instruction while meeting the full intent and rigor of the standards, we will support all learners.

Our School Based Team will monitor attendance closely to catch any student before they fall into the 10% absence rate as we know that there is a strong correlation between high attendance rates and academic achievement. Absences can lead to a student falling behind in their academics and can affect their social emotional growth as well. At Starlight Cove we use the "We Are All Here" classroom incentive where the individual classrooms strive for perfect attendance, with mini posters outside the classroom door to track daily attendance. As classes complete the poster by coloring in the letters on the poster, they earn rewards.

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

Contributing factors to the need for improvement in proficiency include learning gaps due to the pandemic and the impact of instructional practice of new or interim teachers. Teachers may not have been experienced in grade level content or highly effective.

While life had returned largely to "normal" after the pandemic, many teachers were still reluctant to return to the use of manipulatives and a hands on approach to teaching and learning as they kept CDC and social distancing guidelines in mind. Manipulatives and a hands on approach are critical for success in math and science.

Standards Based Instruction will continue to be a primary focus during instructional planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding will be put in place to support students who are not yet performing at their grade level. Academic tutors will provide additional support during the school day for those students who demonstrate a need. Morning and afterschool tutorials will be offered to those students who demonstrate deficiencies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement were ELA learning gains that jumped from 43% to 59% (+16). These gains were seen across all but one of the ESSA subgroups. Our SWD slipped just 2 points. Our ELLs saw the greatest jump in this component with 24 points (36 to 60).

Where Math saw drops in both proficiency and learning gains across the board, there was one ESSA category that was an outlier: Our Black students made significant learning gains: 8 points -- from 59 to 67. Likewise our Black Low 25 increased their learning gains by 3 points from 57 to 60 while all other subgroups declined.

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

Actions taken in SY22 to support these improvements were strong collaborative planning sessions, close data monitoring, and instructional walkthroughs as well as our afterschool tutorials. Teachers were supported by instructional coaches and the SSCC during their collaborative planning sessions to ensure they had access to any standards based resources they needed as well as support for instructional best practices. Strategic PLCs were implemented to analyze data, monitor student progress, and develop action plans to support all student learning. Teachers also held all students to high expectations.

Additionally, a schoolwide focus on social emotional learning and motivation was a dedicated strategy. For example, the Principal's 200 Club recognized students for their positive "STAR" behavior and there were monthly motivational rewards for students who were completing their adaptive technology minutes, hitting the pass rate targets, and/or demonstrating the growth goals.

Finally, as an AVID school, students are taught organization skills to support their academic success: specific note taking skills, use of an all subject binder that is checked weekly, self-measurement progress, and intrinsic motivation.

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

In order to accelerate learning, we will need to use innovative and differentiated approaches. This will require an understanding of data analysis to drive and differentiate instruction. Teachers will need to implement instructional practices around acceleration and differentiation to meet the needs of all learners. Common planning, PLCs, and Professional Development Days will need to be utilized to increase foundational knowledge around data analysis.

In Science, a dedicated instructional coach who will also offer hands on science lab experiences to the students through the Fine Arts wheel will deepen the students' understanding of science concepts. Mr. Real will also support teachers in K-4 so that Science becomes a focus across all the grade levels.

Additional strategies in the 2022-2023 school year to accelerate learning include:
1) the Accelerated Math Plan (AMP) offered in 3rd and 4th grade for identified students.
2) a PLC facilitator to assist with data analysis to drive instruction
3) an ELA Resource Teacher to demonstrate master-level instruction and work with small groups of students to show the process of instruction as the needs of students are met (Reading Recovery)
4) strategic placement of students in identified acceleration homerooms for targeted acceleration in 1st through 5th grades.
5) Science PLC to focus on fair-game benchmarks

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.

Professional development opportunities that will be provided at the school to support teachers and leaders will include:
* Benchmark Instructional Techniques to differentiate instruction
* Using Manipulatives to differentiate instruction
* Understanding BEST Standards and meeting the needs of all students
* Evidence based instructional best practices across the content areas
* Explicit, Systematic, Scaffolded, and Differentiated Instruction with Corrective Feedback

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

* PLC to ensure standards based planning, teacher collaboration, data driven planning and instruction are taking place regularly across the grade levels
* Differentiated small group instruction, based on data, to meet the needs of all students and support learning gains of all students
* MTSS and tiered support
* Educator Support Program to retain and support highly effective teachers and maintain a positive single school culture on campus
* A Community Resource Person to increase parent and community engagement in the academic and behavioral success of ALL our students, PreK-5th grades.
* To ensure KG readiness, maintain and enrich our robust early learning programs (PreK and VPK) through active parent & community outreach events led by our Community Resource Person.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In alignment with our district's Strategic Plan's focus on Academic Excellence and Growth, Objective 1, if we ensure that all students engage in teaching and learning that results in academic excellence, then all children will attain the required skills and knowledge for future success, and each child will continuously grow to fulfill their individual capabilities and aspirations. The rationale for this focus stems from the following data: * Our overall low achievement rate in ELA of 32% * Our decrease in proficiency (12%) in Math * Our low proficiency rate in Science (19%)
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By February 2023, we will increase the overall proficiency of our students on the FAST ELA and FAST Math by 2% to 34% and 44% respectively, and NGSSS Science by 5% to 24%. By May 2023, we will increase the overall proficiency of students on the FAST ELA and FAST Math by 4% to 36% and 46% respectively, and NGSSS Science Assessment by 10% to 29%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor implementation and mastery towards the standards. At Starlight Cove Elementary, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Informal and Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Adaptive Technology Usage and Pass Rate reports
Person responsible for monitoring outcome:	Kimberly Jules (kimberly.jules@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. Tutorial programs to ensure learning is reinforced and/or remediated with additional resources and teacher support. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers need to increase their knowledge of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Teachers need to strengthen their instructional practices to ensure students achieve these standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporate Small group instruction:
Students will be assessed using unit, weekly, and daily progress monitoring in Reading, Math, and Science. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math classes.
Teachers will analyze student data to determine strengths and weaknesses in each content area.
Teachers will create small groups to ensure all students are supported at their abilities (SWDs, ELLs).
Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
Teachers use ongoing formative assessments to track student learning and adjust instruction.
Monitoring will occur through the review of lesson plans, conducting teacher data chats.

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

Tutorials:
Analyze student data to determine students for tutorial groups and the support necessary.
Choose research-based supplemental materials and resources to use during tutorials.
Analyze teacher classroom data to determine who will be tutors.
Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
Students will be selected and grouped for afterschool and morning tutorials based on the results from Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.
Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible   Erin Walsh (erin.walsh@palmbeachschools.org)

PLC's/Professional Development:
Development of a PLC schedule to include all content area teachers and resource teachers.
The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs.
Coaching cycles will be implemented to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with B.E.S.T. standards during PLCs.
Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
Instructional coaches will build professional learning opportunities for teachers to utilize research- based strategies.

Person Responsible   Niska DiMauro (niskavera.dimauro@palmbeachschools.org)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In alignment with our district's Strategic Plan's focus on Academic Excellence and Growth, Objective 2, if we accelerate student learning using innovative and differentiated approaches, we will increase the learning gains of all students, ensuring that each child is continuously growing to fulfill their individual capabilities and aspirations. Specifically, following initiative 2a, we will focus on implementing innovative learning approaches including acceleration options, project-based learning, and authentic assessment. The rationale for this focus is based on the following data: * In Math, we saw decreases in proficiency from 2019 to 2022 on the FSA Math (decrease of 12% schoolwide; 54% to 42%) and learning gains (3%; 68% to 65%). * Individual grade levels math achievement, 5th had the smallest decline with 3% (45 to 42). 4th dropped from 57% to 44% (13 points). The greatest decline was in 3rd : 20 points from 52 to 32. * Math Low 25% dropped 4% from 58% to 54%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By February 2023, the percentage of students making leraning gains on the Math Progress Monitoring (3-5 FAST Math) by 2% to 67%. By May 2023, the percentage of students making learning gains on the Math Progress Monitoring (3-5 FAST Math) by 5% to 70%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor implementation and master towards the standards. At Starlight Cove Elementary, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Informal and Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Adaptive Technology Usage and Pass Rate Reports
Person responsible for monitoring outcome:	Kimberly Jules (kimberly.jules@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for**	Utilize Common Planning, PLCs and Professional Development Days to analyze data and increase foundational knowledge. Instructional Coaching to develop teacher capacity to deliver effective differentiated instruction Provide instructional feedback and coaching to further enhance instructional practice in all content areas.

this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers need to increase their understanding of data analysis to differentiate instruction.
Teachers need to strengthen their practices around acceleration and differentiation to meet the needs of all learners. This strategy will ensure teachers collaboratively unite focus on best practices and methodologies. PLC will support the development of teacher expertise and instructional strategy success and focus. This will be the space for them to build their understanding of data analysis to drive their instruction to both accelerate and differentiate.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Common Planning/PLC/Professional Development Days
* Schoolwide jPLC and Common Planning schedules to ensure all grades meet regularly.
* Develop PLC and PDD agendas based on data analysis, district scope and sequences, and classroom observations.
* Administration meets weekly with instructional coaches to ensure strategic focus of PLC toward school goals.
* PLC expectations are set to ensure teachers leave with Resources and strategies to enhance instruction
* PD focus aligns to SIP goals

Person Responsible   Niska DiMauro (niskavera.dimauro@palmbeachschools.org)

Instructional Coaching
* Use student centered coaching with data based planning, pre-conferences, observations, co-teaching, post-conference with data.
* Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.
* Set up model classrooms to highlight instructional best practices and learning environments.
* Tier the teachers to provide targeted support based on need

Person Responsible   Niska DiMauro (niskavera.dimauro@palmbeachschools.org)

Instructional Feedback & Coaching
Using the Palm Beach Focused Model, Administration will conduct formal and informal classroom walkthroughs to build teacher capacity across all content areas in implementing high yield instructional strategies.
* Administration will create a walkthrough schedule to ensure that all teachers are being observed equitably and according to the district suggested time frame.
* Provide actionable feedback to support teacher growth.
* Ensure all teachers are working toward their Professional Growth Goals.
* Based on observations, provide district and school based coaching and support and/or resources as needed.

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

#3. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In alignment with our District's Strategic Plan's focus on a Student Focused Culture, Objective 2, at Starlight Cove, if we understand and value our students' and families' perceptions, and create systems centered on their success, we will increase family engagement in supporting student success. The rationale behind this outcome is based on the following data: In 2022, we had 191 students with less than 90% attendance. Similarly, we had 194 students with failures (ND) in Math and 276 students with failures in ELA. More concerning is the number of students with a level 1 on the Statewide ELA (84) and Math (88) Assessments. If the students are not present, we can not teach them. The greater the family engagement, the more likely they are to understand the importance of regular attendance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we increase family engagement: by February2023, we will reduce the the number of students with less than 90% attendance by 5%. and by May 2023, we will reduce the number of students with less than 90% attendance by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly and monthly attendance reports will be reviewed.
Person responsible for monitoring outcome:	Nicole Housen Peterkin (nicole.housenpeterkin@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	*Provide a Community Resource Person to build bridges between families and available support services as well as conduct parent workshops. *Implement student attendance initiatives. *Utilize the MTSS approach to address student truancy.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	* Families have many obligations that may prevent them from attending school events in person. * Parents are often ill-equipped to provide the academic support and interventions. * If the students are not present, we can not teach them. The greater the family engagement, the more likely they are to understand the importance of regular attendance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Community Resource Person:
*In collaboration with Instructional Coaches and District Personnel, conduct parent trainings throughout the year to build capacity in supporting student attendance academic achievement.
* Collaborate with CLFs to present communication in English, Spanish, and Creole.
*Accompany school staff members on a home visit.
*Work with families to help mitigate barriers to attendance
* Offer hybrid options for meetings for greater flexibility with attendance.

Person Responsible   Nicole Housen Peterkin (nicole.housenpeterkin@palmbeachschools.org)

Utilize the MTSS approach:
*Monitor student attendance reports.
*Conduct home visits.
*Attend SBT meetings to address student truancy.
*Work with families to help mitigate barriers to attendance
*Assist with making phone calls to absent students

Person Responsible   Kaley Harmount (kaley.harmount@palmbeachschools.org)

Student Attendance Initiatives:
* At Starlight Cove we use the "We Are All Here" classroom incentive where the individual classrooms strive for perfect attendance, with mini posters outside the classroom door to track daily attendance. As classes complete the poster by coloring in the letters on the poster, they earn rewards.
* Each Trimester, students are recognized for perfect attendance

Person Responsible   Ludie Milhomme (ludie.milhomme@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth, specifically to ensure consistent and effective literacy instruction in every PreK-3rd grade classroom. Our instructional priority is to provide explicit, systematic, scaffolded, and differentiated phonics and vocabulary instruction.

According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY 22 data, 22% of our incoming third grade students are reading on-grade level.
iReady also shows that our overall primary grades proficiency started out very low, yet by year end, they made significant strides.
Kindergarten- 10% Proficient grew to 87%
First Grade- 9% Proficient grew to 46%
Second Grade- 14% Proficient grew to 39%

It also gives us data to support a lack of proficiency in some critical foundational skills: Phonics and Vocabulary. Year end proficiency in the primary grades were:
Phonological awareness- 73% Proficient
Phonics- 54% Proficient
High-Frequency Words- 63% Proficient
Vocabulary- 54% Proficient
Due to the gaps in phonics and vocabulary, students overall reading comprehension proficiency is 58%
For literature text and 51% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our instructional priority is to deliver standards based instruction that is explicit, systematic, scaffolded, and differentiated and to provide our students with corrective feedback to allow them to reach their greatest potential each and every day.

Our FY22 data shows our third-grade students were only 32% proficient on the FSA. The winter diagnostic predicted that 38% of the students would be proficient by the FY 23 FSA. This aligns to the iReady ELA diagnostic data that indicated that students are entering third grade unprepared for the rigor of the state assessment and standards (22% proficient in August). Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

The ELA school- wide learning gains increased 16 percentage points, and the learning gains of ELA Low 25% increased by 4 points. Our teachers and students worked hard to close the achievement gap but we must continue to work hard to increase that proficiency. The one ESSA subgroup where we saw a slight drop, though not statistically significant, is with our SWD (2 points from 47 to 45).

From SY19 to SY22, with the exception of FRL and White, our ESSA subgroups decreased in proficiency in ELA schoolwide. Our FRL group held steady at 32 and our White group increased significantly by 17 points from 37 to 54. Our SWD saw the greatest decrease (10 points: from 19 to 9).

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:
February 2023 May 2023
Kindergarten- 15% Proficient 20% Proficient
First Grade- 15% Proficient 20% Proficient
Second Grade- 20% Proficient 25% Proficient
Phonological awareness- 85% Proficient 90% Proficient
Phonics- 59% Proficient 64% Proficient
High-Frequency Words- 68% Proficient 73% Proficient
Vocabulary- 30% Proficient 35% Proficient

Grades 3-5: Measureable Outcome(s)

3rd 35% Proficient 38% Proficient
4th 34% Proficient 37% Proficient
5th 29% Proficient 32% Proficient

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Foundational Skills Assessments, and end of unit assessments from the Benchmark Series
We will also use review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder
reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation/recaps, all Formative/Summative Assessments and Adaptive Technology Usage and Pass Rate Reports

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jules, Kimberly, kimberly.jules@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

* Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. PD will support the development of teacher expertise and instructional strategy success and focus.
* Professional Learning Community (PLC) will ensure teachers collaboratively unite to focus on best practices and methodologies including small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Teachers need to increase their knowledge of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.
Teachers need to strengthen their instructional practices to ensure students achieve these standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership * School administrators (Principal, AP, SSCC), Reading Coach, Reading Resource Teachers will work collaboratively to monitor the implementation and ensure compliance with the reading plan. * Schedule formal and informal walkthroughs to weekly monitor and support reading instruction & intervention using Look Fors, CAO updates, and PLC debriefs * Principal and AP use a tracking form to identify areas of strengths and next steps	Jules, Kimberly, kimberly.jules@palmbeachschools.org
Professional Learning * School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.	Jules, Kimberly, kimberly.jules@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The core of Starlight Cove's positive school culture begins with a focus on STAR behavior: Students are Safe, Achievers, Team Players, and Respectful. Starlight Cove works diligently to promote our school's vision, mission, values, and goals through student, parent, and community engagement events and an active social media presence. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To
celebrate that success, students receive "Principal's 200 Club" tickets to recognize outstanding STAR behavior. They are featured on a prominent bulletin board and entered into the incentive program for the Mystery Motivator.
Additionally the morning news has Friday Features where all staff members are able to give shoutouts to students or colleagues for positive actions they have observed throughout the week.

In 2nd through 5th grades, students are introduced to AVID to ensure College & Career Readiness.

Students
are taught organizational skills, academic habits, study skills, communication, and self advocacy.
In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Best 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, for 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" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(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. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients
These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. 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 Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year.
Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
At Starlight Cove we work collaboratively to ensure our students develop all aspects: social emotional development, behavior, character, and academics.

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

The stakeholders who work to promote a positive school culture and climate include:
Principal, Kimberly Jules: Promoting collaboration among staff members, with proper focus and leadership, creates
a positive environment in which teachers can share best practices that are responsive to student needs.
Thus, principals can positively influence their school culture with strategies that encourage collaboration.

Ludie Milhomme: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our
councilor ensure students feel safe, welcome, and included.

Teachers: incorporate PBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for children. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and

academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive,Individualized Prevention (Few). In all classes, K-5 Morning Meeting allows the students to being their day with a focus on social emotional learning.

Niska DiMauro, the Single School Culture Coordinator leads the school in implementing our CHAMPS and Positive Behavior System. She leads the schoolwide incentive programs such as Principal's 200 Club, the Green Gig (to celebrate academic success), and the iReady Incentive Cart (to promote adaptive technology usage and pass rate).

Kaley Harmount, Behavioral Health Professional, supports teachers and students in addressing social emotional needs of the students and identify students who may need additional resources. She also works collaboratively with parents to reduce student absences.

Nicole Housen Peterkin is our Community Resource Person who promotes family engagement helping to mitigate any barriers to the parents' participation in their child's academic success.

In collaboration with a student group from Santaluces High School, the Latinos in Action (LIA) Literacy tutoring and mentoring program also supports the positive school culture and environment at Starlight. LIA is a yearlong program where students are paired one-on-one with a trained LIA student who serves as a literacy tutor and mentor for our students. Throughout the course of the year, the LIA tutors become a champion for our students. They help our students accelerate their learning, celebrate successes, and serve as a trusted role model.

Business partners generously support Starlight Cove in meeting many needs of our students from monetary donations to school supplies, uniforms (Community Closet), and more. This contributes to our positive culture and climate. They are committed to enriching the educational experiences of our students and their families.