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Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

<https://sces.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jules, Kimberly	Principal	<p>The Principal will monitor and work with the Leadership Team listed below to ensure implementation of all strategies and action steps towards the continuous improvement process at Starlight Cove Elementary. 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.</p>
Walsh, Erin	Assistant Principal	<p>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.</p>
Barnes, Joy	Instructional Coach	<p>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. Participates in and facilitates weekly Professional Learning Communities or PLC's. Finally, the Math Coach will provide support to classroom teachers in assisting with interventions 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.</p>
Vidal, Nadia	Teacher, ESE	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Somoza, Kathleen	Teacher, K-12	<p>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.</p>
DiMauro, Niska	Other	<p>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.</p>
Real, Robert	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		teaching as an instructional learning lab site. While supporting the students he also supports the teachers.
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.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Starlight Cove, all Stakeholders collaborate to develop, implement, and monitor the SIP. This is done in an organized, ongoing, and timely manner, ensuring there is representation from all groups, in the planning, development, review, implementation, and improvement SIP. Invitations are sent home in backpacks, call-outs (phone and text) are done, and notice is posted on marquee in order to ensure all interested stakeholders are represented at any meeting where the SIP will be discussed including regularly scheduled SAC meetings. In addition, the following key personnel play vital roles in the implementation of our SIP goals.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The

school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to

assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning and Professional Learning Communities occur every other week per grade level.

Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-aligned lessons and tasks.. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	58	38	41	36	39	24	0	0	0	236
One or more suspensions	6	5	0	11	8	7	0	0	0	37
Course failure in English Language Arts (ELA)	19	37	80	98	84	42	0	0	0	360
Course failure in Math	15	31	67	66	48	15	0	0	0	242
Level 1 on statewide ELA assessment	0	0	0	64	56	38	0	0	0	158
Level 1 on statewide Math assessment	0	0	0	50	63	31	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	22	19	15	6	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	21	32	64	89	77	45	0	0	0	328

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	57	33	46	35	20	0	0	0	191
One or more suspensions	0	1	3	2	0	3	0	0	0	9
Course failure in ELA	0	33	45	85	61	52	0	0	0	276
Course failure in Math	0	19	35	50	46	44	0	0	0	194
Level 1 on statewide ELA assessment	0	0	0	9	42	33	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	7	42	39	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	16	10	9	0	0	0	36

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	25	40	60	59	52	0	0	0	236

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	57	33	46	35	20	0	0	0	191
One or more suspensions	0	1	3	2	0	3	0	0	0	9
Course failure in ELA	0	33	45	85	61	52	0	0	0	276
Course failure in Math	0	19	35	50	46	44	0	0	0	194
Level 1 on statewide ELA assessment	0	0	0	9	42	33	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	7	42	39	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	16	10	9	0	0	0	36

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	25	40	60	59	52	0	0	0	236

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	53	53	32	59	56	31		
ELA Learning Gains				59			56		
ELA Lowest 25th Percentile				53			56		
Math Achievement*	40	57	59	42	53	50	40		
Math Learning Gains				65			48		
Math Lowest 25th Percentile				54			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	54	54	19	59	59	21		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	60	56	59	68			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	44			
HSP	37	Yes	1	
MUL				
PAC				
WHT	49			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	45			
AMI				
ASN				
BLK	49			
HSP	47			
MUL				
PAC				
WHT	49			
FRL	49			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			40			35					60
SWD	16			26			30				5	49
ELL	22			34			30				5	60
AMI												
ASN												
BLK	34			41			40				5	61
HSP	27			37			33				5	59
MUL												
PAC												
WHT	48			56							3	
FRL	31			40			39				5	59

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	59	53	42	65	54	19					68
SWD	9	45	55	28	60	60	9					58
ELL	24	60	45	40	61	46	13					68
AMI												
ASN												
BLK	32	63	54	36	67	60	18					59
HSP	29	57	52	43	64	47	18					69
MUL												
PAC												
WHT	54	50		40	50							
FRL	32	60	53	42	65	54	19					68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	56	56	40	48	39	21					47
SWD	11	48	50	27	41	26	17					31
ELL	25	58	54	35	49	39	22					47

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	31	59		36	55		30					45
HSP	31	57	54	42	48	35	19					46
MUL												
PAC												
WHT	27			33								
FRL	31	55	56	40	49	39	21					47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	56%	-34%	54%	-32%
04	2023 - Spring	35%	58%	-23%	58%	-23%
03	2023 - Spring	32%	48%	-16%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	57%	-16%	59%	-18%
04	2023 - Spring	25%	52%	-27%	61%	-36%
05	2023 - Spring	49%	56%	-7%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	51%	-19%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to the prepopulated data, the lowest performing data component was Science, however we know that the SY23 Science results came back at 34 percent proficiency, leaving the lowest performance overall the ELA achievement (32%). If we consider FY23 PM3 data as well, Reading was at 22% while math was at 30%, so it remains the lowest performance.

Using the SY22 data, within that component our subgroup of SWD was at 9%, our ELLs at 24% and our Hispanic students at 29%.

Based on this data trend, our focus will be to increase ELA achievement in grades three through five for all students with a focus on the needs of our students with disabilities and our ELLs. 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 teaching and 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.

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

The data component that showed the greatest decline from the prior year was ELA learning gains of the L25% -- a drop of 3 pts from 56 to 53. That was tied with the drop in the learning gains of our SWD from 48 to 45.

Contributing factors to this decline include learning gaps due to the pandemic and the impact of instructional practice of new or interim teachers as well as teachers learning new standards and new instructional materials. Teachers may not have been experienced in grade level content or resources.

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

The data component that had the greatest gap when compared to the state average was ELA with a gap of 21 points.

Factors that may have contributed to this gap may be the demographics of our school compared to the demographics of the state as a whole with Starlight Cove having an ELL population of 40%. The English Language Proficiency of our ELLs, as determined by the ACCESS for ELLs is 16.2% which is lower than the district (19.1%) and the state (21.1%).

Another factor that may contribute to this trend is the chronic absenteeism of our students. Nearly 1/3 of our students had 10% or more days absent. This number was up from the prior year. When students are not in school, they are missing out on critical instruction.

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

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).

Some actions that supported this improvement included:

* PLC included regular data analysis so teachers knew what needed to be retaught. Students that were struggling were quickly identified and interventions were put into place.

- * Regular classroom walkthroughs ensured that instruction reflected the work of PLC and collaborative planning and included standards aligned tasks.
- * Instructional feedback and coaching through the Palm Beach Focused Model allowed for actionable feedback to support teacher growth.
- * Additionally, instructional coaching with the tiering of teachers allowed for the capacity building of teachers. All of these actions supported the learning gains.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reflecting on the EWS data, one area of concern is attendance. The total number of students absent 10% or more days is 236 or nearly 1/3 of the total student population of 724 students. 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.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer 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 the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

- 1) ELA achievement all students. As noted above, this is the data component with the biggest gap compared to the state average. And as noted above, in FY23 the PM3 FAST ELA data came back at 22% proficiency schoolwide. ELA achievement must be a focus for Starlight Cove.
- 2) Attendance 90% + rate. In order for our students to learn, they must be present. If we are to make strides in their academic, social, and behavioral well being, we need to have the students in front of us. We want to reduce the number of students with chronic absenteeism.
- 3) SWD ELA achievement: while focusing on ELA achievement schoolwide, it is imperative that we pay special attention to our SWD subgroup to ensure that our teachers are utilizing the strategies that will allow these students to reach their IEP goals while also working toward grade level expectations. Our ESE contact and the Child Study Team will closely monitor data and conduct conferences to ensure best practices are being implemented to meet the needs of these students.
- 4) ELL ELA achievement: as with our SWD, it is critical that while focusing on schoolwide ELA achievement we pay close attention to the needs of our ELL subgroup. Our ESOL coordinator will monitor the progress of our students along the ELDC as well as their academic progress, ensuring that the ESOL team's collaborative support helps our ELLs reach their greatest potential.
- 5) Student SEQ "Students at this school treat each other with respect": In reviewing our student SEQ data at the end of SY23, we discovered that only 63% of our students said that students at Starlight Cove respect each other. This was in contrast to the perception of the teachers (87%) and the parents (80%). We want to work toward all students feeling respected by one another on our campus.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

The rationale for this focus is based on the following data:

* ELA achievement dropped from 2019 to 2022 (34% to 32%)

* Within that component our subgroup of SWD was at 9% (down 10 points from 2019), our ELLs at 24% (down 4 points from 2019) and our Hispanic students at 29% (down 3 points from 2019).

* Based on this data trend, our focus will be to increase ELA achievement in grades three through five for all students with a focus on the needs of our students with disabilities and our ELLs.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024, the percentage of students making learning gains on the ELA Progress Monitoring (3-5 FAST ELA) by 2% to 34%.

By May 2024, the percentage of students making learning gains on the ELA Progress Monitoring (3-5 FAST ELA) by 5% to 37%.

By May 2024, 100% of teachers will provide small group differentiated standards-aligned instruction as evidenced in walkthroughs.

By April 2024, the number of teachers receiving Tier 3 support will decrease by 75%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In addition to monitoring the progress from PM 1 to 2 to 3, monitoring in a variety of areas 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 to focus on best practices and methodologies. PLC will support the development of teacher expertise and instructional strategies. This will be the space for them to build their understanding of data analysis to drive their instruction to both accelerate and differentiate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 PLC 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)

By When: Meet each grade level for PLC every other week and off weeks for collaborative planning. PDD according to the district calendar and additionally as needed based on data and observation.

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)

By When: On-going following the coaching cycle.

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: Erin Walsh (erin.walsh@palmbeachschools.org)

By When: Following district guidelines for informal and formal observations based on teacher category, plus additional observations to support teacher growth and development.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with our district's strategic plan to enhance a sense of belonging, safety, and acceptance for all students, and as stipulated within Florida Statute & Policy 2.09 our school ensures all 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 with S.B. 2.09 , if we encourage a climate and culture of respect through our schoolwide expectations, we will increase positive behavior and attendance, ensuring that students feel respected by each other at Starlight Cove.

(g) History of the Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

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

The rationale behind this outcome is based on the following data:

In 2021-2022, we had 191 students with less than 90% attendance. In 2022-2023, that number grew to 236 which is nearly 1/3 of the student population. 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.

The other piece of data that drives this area of focus is our student SEQ data. 63% of our students said that students at Starlight Cove respect each other. This was in contrast to the perception of the teachers (87%) and the parents (80%). We want to work toward all students feeling respected by one another on our campus.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we build a climate and culture of respect through our single school culture and schoolwide expectations, by February 2024, we will reduce the number of students will less than 90% attendance by 5%, by May 2024 we will reduce the number of students with less than 90% attendance by 10%, and by May 2024 we will increase the percentage of students who feel the students at Starlight Cove respect each other by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly, monthly, and trimester attendance reports will be reviewed as well as climate surveys and SEQ

Person responsible for monitoring outcome:

Lauren Battista (lauren.battista@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Single School Culture & MTSS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Single School Culture supports both the academic and behavior needs of our students by ensuring that all students understand and follow the same expectations across campus. MTSS is a framework that integrates data and instruction to maximize student achievement and support their social, emotional, and behavior needs. The two go hand in hand and align perfectly to addressing both attendance and the students' perception of mutual respect.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement attendance incentive programs. 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.

Additionally, our guidance counselor will implement the Attendance HERO (Here Everyday Ready On-time) incentive program to further motivate our students to attend school regularly. Grade levels will compete monthly for highest attendance rate. There will be an attendance HERO board visible in the cafeteria with the current stats for the grade levels and winners will be announced to the school on the morning news.

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

By When: Weekly, monthly, and trimester.

- *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)

By When: Ongoing

Hold schoolwide expectations assemblies to individual grade levels to ensure students understand what it means to be a STAR student in all areas across campus.

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

By When: September 2023 and January 2024 (after winter break refresher)

Conduct trimester award ceremonies to recognize outstanding character: respect as well as perfect attendance awards.

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

By When: End of each trimester

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 23 data, 15% of our incoming third grade students were reading on-grade level.

iReady also showed that our overall primary grades proficiency started out very low, yet by year end, they made significant strides.

Kindergarten- 13% Proficient grew to 78%

First Grade- 12% Proficient grew to 45%

Second Grade- 15% Proficient grew to 43%

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- 71% Proficient

Phonics- 57% Proficient

High-Frequency Words- 63% Proficient

Vocabulary- 48% Proficient

Due to the gaps in phonics and vocabulary, students overall reading comprehension proficiency is 54% For literature text and 49% for Nonfiction text.

Grades 3-5: Instructional Practice specifically related 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 FY23 iReady ELA diagnostic data that indicated that students are entering third grade unprepared for the rigor of the state assessment and standards (15% 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 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 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 May 2024

K-2 STAR Early Literacy/Reading +2 (32%) K-2 STAR Early Literacy/Reading +5 (35%)

KG STAR Early Literacy +2 (43%) KG STAR Early Literacy +5 (46%)

1st STAR Early Literacy/Reading + 2 (28%) 1st STAR Early Literacy/Reading +5 (31%)

2nd STAR Reading +2 (34%) 2nd STAR Reading +5 (37%)

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 May 2024

3-5 FAST ELA +2 (24%) 3-5 FAST ELA +5 (27%)

3rd grade on track +2 (34%) 3rd grade on track +5 (37%)

4th grade on track +2 (37%) 4th grade on track +5 (40%)

5th grade on track +2 (24%) 5th grade on track +5 (27%)

Monitoring

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 impact student achievement outcomes.

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 Progress Monitoring data, 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. Coaching logs/reports will also provide monitoring data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jules, Kimberly, kimberly.jules@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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:

Explain the rationale for selecting 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 evidence-based 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
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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

Literacy 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

DiMauro, Niska,
niskavera.dimauro@palmbeachschools.org

Instructional Feedback and 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.

Walsh, Erin,
erin.walsh@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP and SWP are presented to all stakeholders with regular updates at each SAC meeting. SAC meetings are advertised via flyer in student backpack, ParentLink message in all represented languages, and on the marquee. The SWP is posted to the Starlight Cove website and parents are notified of the its posting via flyer and Parentlink message as well.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Starlight Cove Elementary School recognizes that parents and families play an integral role in their child's learning along with school staff and should thus always feel welcome to participate in decision-making advisory committees, be connected with opportunities for volunteering, and provided with the tools to assist with learning at home. A Parent and Family Engagement Plan was created in collaboration with the families and a summary was sent home. Signed copies were collected and are stored in the Title I contact's office as evidence of distribution as well as submitted on the Title I Crate.

We utilize a variety of methods to keep parents and stakeholders informed and to build positive relationships. These include backpack flyers, call-outs via ParentLink, our Title I Annual Meeting, our three Parent Trainings and SAC/PTA Meetings held regularly throughout the year, our marquee, and student stickers. Communications are in all 3 of our major languages (English, Spanish and Creole). Community Language Facilitators (CLF's) are present at all SAC, PTA and scheduled events. This year we have planned a special event for families called Building Community for Connection and Learning. Parents will learn how to identify the specific needs of their students (social emotional, health and wellness, academic, behavioral), the resources available to them at Starlight to meet those needs, the people on campus they can connect with to support them and their children, and activities to implement with their children at home to set them up for success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Starlight Cove we work with a range of Federal, State and local services to meet the needs of our families. This includes the South Florida Food Bank weekly weekend meal program, the National Council of Jewish Women Kids' Community Closet to provide school uniforms, Fresh Fruit and Vegetable program through the US Dept of Agriculture Food and Nutrition Center, the McKinney Vento program to support our families experiencing housing insecurity, just to name a few.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Starlight Cove Elementary has a robust guidance department as well as a Behavioral Health Professional and a collocated Mental Health Therapist to ensure counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas are readily available. Weekly CARE Team meetings are held to discuss current cases to ensure that all students receive timely services and/or referrals. Schoolwide assemblies, individual classroom lessons, and one on one support are all ways information is delivered to support the social emotional health of the students of Starlight Cove.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our ESE Contact and our SBT Leader collaborate to ensure that the MTSS model is followed at Starlight to implement a schoolwide tiered model to prevent and address problem behavior and early intervening services.

Through the School Based team, meetings are scheduled 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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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.

Additionally, 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.

Educator Support Program to pair new or early educators with veteran clinical education certified teachers during their first three years of teaching to ensure a positive transition into the Palm Beach School District and the teaching profession.

Content Area Cohort Professional Development Opportunities are available for teachers to sign up for further their expertise.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each spring we hold a Kindergarten Round Up to help PreK students transition from early childhood education programs to local elementary school programs. This includes an introduction to Starlight Cove, the administration, the campus, "a day in the life", a visit to the cafeteria, and a bag of summer resources for literacy and math to improve kindergarten readiness. These are aligned with the district's summer learning videos for parents to help their children get ready for kindergarten.