

# Starlight Cove Elementary School



2014-15 School Improvement Plan

## Starlight Cove Elementary School

6300 SEMINOLE DR, Lantana, FL 33462

[www.edline.net/pages/starlight\\_cove\\_es](http://www.edline.net/pages/starlight_cove_es)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

89%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 of the Florida State 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, in a diverse community.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Starlight Cove staff will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09 (8)(b) as applicable to the appropriate grade levels in order for our students to learn about students' cultures and build relationships between teachers and students includes, but is not limited to:

- \* History of the Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans
- \* Parent Conferences
- \* Cultural Events
- \* School Based Team Workshops
- \* On campus and field trip activities with students

Respect for each other and learning about each other are also strengthened as students learn about these topics and lessons that are infused into the curriculum and daily learning/discussions.

Additionally, schoolwide committees are established to discuss and develop action plans related to Single School Culture initiatives, taking into account the needs of a diverse population.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Starlight Cove Elementary offers a before and after school program and fully implements the Schoolwide Positive Behavior Program. All staff implement CHAMPs expectations, throughout the entire campus. A student ambassador program is in place for selected students and our counselors implement the Character Education Program.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Starlight Cove fully implements the district behavioral expectations, working with a single school culture for schoolwide discipline (plan) which infuses CHAMPs expectations and Schoolwide Positive Behavior Supports throughout the entire campus. We teach "bell to bell", keeping distractions to a minimum by expecting all students to follow our schoolwide plan and all staff adhere to the PBS expectations.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Starlight Cove Elementary employs two full time Guidance Counselors who work with all students. They implement the district classroom guidance curriculum, the student success skills project for selected students, teach the pillars of Character Education, and provide individual counseling for individual students, high needs situations, etc.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

There are several early warning indicators Starlight Cove staff clearly monitor. Some of these include:

- \* Attendance, especially on Professional Development Days, drops below 90%
- \* Several students had more than one out of school suspension
- \* Although students were promoted, several are promoted not meeting Pupil Progression standards in the areas of Reading and Math
- \* 36% are proficient in Reading on the FY14 FCAT
- \* 33% are proficient in Math on the FY14 FCAT
- \* 45% are proficient in Writing on the FY14 FCAT
- \* 37% are proficient in Science on the FY14 FCAT

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	20	13	22	12	16	111
One or more suspensions	2	6	4	5	8	8	33
Course failure in ELA or Math	77	98	92	42	33	31	373
Level 1 on statewide assessment	0	0	0	83	47	67	197
	0	0	0	0	0	0	
	0	0	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	14	15	10	41	32	36	148

## **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

All students participate in the extended day one hour Reading block of instruction. Teachers are following the district's Option 2 plan for this block of instruction which includes assessment, whole group and small group instruction. The Members of the School Based Team also meet with teachers to identify specific needs of students, including Tier instruction and Triple iii group instruction. Plans are written to include meeting the needs of the diverse learners. Coaches and Resource Teachers work with teachers to identify and monitor students who exhibit one or more of the early warning indicators and track weekly success and challenges. Our Learning Team Facilitator meets with teachers for planning, monitoring assessments, and developing goals for all students. Guidance Counselors with with attendance concerns, notifying students and parents when the Attendance Clerk generates reports for applicable students. The Assistant Principal and the PBS Committee review the weekly discipline reports, including suspensions. Conferences with students and parents are held, student contracts are developed and agreed to, and goal setting plans are made as necessary.

## **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### ***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195197>.

#### ***Description***

A PIP has been uploaded for this school or district - see the link above.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Starlight Cove Elementary works closely with its business partners to provide resources to support school and student achievement. The local Costco provides backpacks and basic school supplies for our students every year. We have several business partnership agreements who support our parent workshops, providing supplies and materials for parents to learn how to work with their children. Some businesses provide certificates for attendance and academic recognition.

## **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

Name	Title
Saint John, Susan	Principal
Payner, Matthew	Assistant Principal
White, Cassandra	Instructional Coach
Racow, Faith	Instructional Coach
Honaker, Jody	Other
Somoza, Kathleen	Other
Halpern, Abby	Other
Renz, Jeannine	Other

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The administration provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing the RtI processes
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator position is now a third year position for SY14. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 (Intensive) interventions, and offer professional development and technical assistance. Federal, state, and district approved interventions such as Wilson Reading, SRA, LLI via our SAI Interventionist, etc... will be utilized.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school-based RtI Leadership Team is comprised of the following members for various meetings: Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teachers, Reading Coach, Math Resource Teacher, Literacy Resource Teacher, and Writing Resource Teacher, RtI/Inclusion Facilitator, guidance staff, speech pathologist, school nurse, and in some cases, parents/guardians and outside agency representatives. The SBT Chair attends all training related to the SBT process and provides the Professional Development and information/requirements to our staff. She coordinates all meetings with staff and parents to fully and successfully implement the School Based Team process.

Overall, Starlight Cove Elementary integrates Single School Culture for academics, behavior, and climate. We are fully implementing the schoolwide Positive Behavior Plan, VPK - Grade 5, and all staff members participate in the Learning Team Process, coordinated by our Safe Schools Learning Team Facilitator.

Additionally, our ESOL Team works with all staff and the community to increase an understanding and develop an appreciation for the Multi-cultural diverse community we serve. Several staff members will participate in the district's annual Multi-Cultural Conference to be held in November.

**Title I, Part A Services**

These services are provided to ensure students requiring additional remediation are assisted through

after-school programs and/or tutorial programs. Tutorial programs will be held TBD dates and times. Teachers will be asked to communicate with tutors in identifying benchmarks that need re-teaching and/or enrichment. Our Title I Resource staff, administrators, and our professional development coordinator will facilitate Professional Learning opportunities for parents. The Reading Coach and Resources staff members will deliver professional development to staff at faculty or PDD's.

#### Title I, Part C- Migrant

A district Migrant Liaison provides services and support to students and parents. They coordinate with Title I and other programs to ensure student needs are met. Our Assistant Principal is our primary Migrant Services Contact and our alternate is our ESOL Guidance Counselor.

#### Title I, Part D

Our district receives funds to support the Educational Alternative Outreach Program. Services are coordinated under the direction of our district's Alternative Education Department.

#### Title III

Services are provided through the district to improve the education of English Language Learners by providing educational materials and support.

#### Title X- Homeless

School Counselors play a role in the identification of homeless students. School Counselors provide support and referral to the families to SDPBC resources (ex. Student Intervention Services, free/reduced lunch, SES tutoring) and community resources (ex. Dependent Care Project/Legal Aide).

#### Violence Prevention Programs

School Counselor / Character Education Contact promotes Character Education in grades K-5. School Counselor and 6 Teachers coordinate the Safe Schools Ambassador program (supported by the Department of Safe Schools) which has the stated goal of reducing episodes of student mistreatment. Our Music Teacher and Grade 5 Teacher coordinate and run the Beat for Peace intervention (drumming circle) which includes excessive school discipline referrals as a risk factor for inclusion into the group. We have begun a School Wide Positive Behavior program (SwPBIS) which is guided by six important principles:

Develop a continuum of scientifically-based behavior and academic interventions and supports; Use data to make decisions and solve problems; Arrange the environment to prevent the development and occurrence of problem behavior; Teach and encourage pro-social skills and behaviors; Implement evidence-based behavioral practices with fidelity and accountability; and Screen universally and monitor student performance & progress continuously. We recognize that behavior is functionally related to the teaching environment.

School counselor led classroom guidance lessons promote social emotional development specific to friendship skills, peer pressure, and bullying prevention. School counselors organize small group counseling for students identified as needed by Tier 2 behavioral support Our Principal monitors the bullying hotline, adhering to district Bullying Policies and Procedures. District-wide implementation of Single School Culture.

School-wide appreciation of multicultural diversity.

#### Nutrition Programs

Our students in Grades 3,4 and 5 will utilize the "Commit to Be Fit" planners and program guides for nutrition and health, following the lead from the district's School Food Service Department. In addition, we have a community accessible "free breakfast" program and all of our students receive a free breakfast. Students are also offered a nutritionally balanced lunch with required choice options. Our cafeteria manager will provide the "Organ-Wise" Nutrition program will all Pre-K through 5 students. Our PE Teachers also run our Wellness initiatives.

#### Career and Technical Education

School counselors embrace the idea that Graduation is Everyone's Business and have incorporated the National Office for School Counselor Advocacy (NOSCA) 's Eight Components of College and Career Readiness Counseling in grades 3-5.

#### Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

We also have a 21st Century CCLC Grant that services select students after school with tutorial

services.

Our entire Grade 5 Team will also be taking part in a district and Florida Atlantic University Partnership program that addresses Student Success Skills.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Susan Saint John	Principal
Bethany Fuller	Parent
Christian Carrera	Teacher
	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The members of the School Advisory Council reviewed the School Improvement Plan every month. Strategies and Title I budget allocations were carefully reviewed to maintain compliance. District Title I Support reviewed expenditures and the plan monthly, meeting with the Principal and the Assistant Principal, as well as our School Treasurer, to ensure compliance. Staff members reviewed and discussed goals and strategies within the plan during Learning Team Meetings, Faculty Meetings, and Professional Development opportunities.

*Development of this school improvement plan*

Input has been gathered at the end of the 2014 SY and will be revised at the first meeting of SY 2015 accordingly. Continuous discussions and input regarding the plan will be shared at every SAC Meeting. This draft plan will be reviewed with teachers during our first Professional Development Day, August 28 and with our School Advisory Council on September 3, as well as posted to our Edline page for review, input, suggestions, and recommendations.

*Preparation of the school's annual budget and plan*

The annual school budget is given to us by the district. The Title I Budget is presented to staff and SAC for input and agreement with appropriate expenditures. The majority of Title I funds are allocated for instructional resource positions to increase student achievement and monitor fidelity of instruction. Funds are also allocated for additional instructional materials to assist with the extended day program and Math instruction.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The majority of funds will be used for our Reading Coach, and selected Resource Positions for Math, Writing and Rtl positions, and a Parent Liaison. Additional funds were used for supplies and materials for both staff and parent meetings as well as Professional Development.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

We are currently inviting all parents and community members to become members of our School Advisory Council. We have contacted the district MultiCultural Department for members to meet the SAC requirements. The Principal extends personal invitations to parents and business partners to become members of the School Advisory Council. The Assistant Principal has contacted the District Specialist for School Improvement for recommendations/suggestions to meet compliance in this area.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Saint John, Susan	Principal
Payner, Matthew	Assistant Principal
Connors, Christie	Instructional Media
Halpern, Abby	Other
Honaker, Jody	Other
Racow, Faith	Instructional Coach
Somoza, Kathleen	Other

**Duties**

***Describe how the LLT promotes literacy within the school***

Major initiatives include: parental involvement with literacy events and student involvement in reading and literacy activities. Support of all teachers teaching reading in an uninterrupted, 90-minute block. All students will take part in our Reading Counts competition, rewarding students for the most words read. Coaches and cohort leaders are working closely to fully implement the district's Literacy Roll Out Project this year. All staff and students will be involved in the extended day program for Reading. Several Professional Development Workshops in the area of Reading such as Running Record Training, LLI, Words Their Way, etc.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common Planning is offered for all teachers each week. Learning Team Meetings for all teachers are scheduled and facilitated by a full time Learning Team Facilitator. Area Office Staff and District staff support our school in the Areas of Reading, Writing, Math, and Science. Professional Development opportunities are scheduled throughout the year to address critical needs, collaborative planning, and instruction.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Assistant Principal works with all new teachers in the Educator Support Program. Veteran teachers mentor new teachers to our school via the Beginning Teacher Assistance Program. Additionally, veteran staff members have been assigned as "buddies" for "new to the building staff members" to encourage

retention of highly qualified staff. The hourly rate of pay for teachers for the extended day instructional hour plus the incentive payment for first year teachers is an added bonus to retain staff. Our Principal utilizes the Haberman Interviewing Process Training to identify and retain highly-qualified teachers. Professional Development is offered to all staff to meet the needs of our students and district requirements, which is coordinated by our PD Contact, Terri Schwab. The district is offering a stipend to selected first year teachers which should help with the retention of highly qualified staff. We are working closely with Florida Atlantic University to hire teachers and assign interns to work with our staff.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

We have 10 teachers in our Educator Support Program (ESP). This program is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. The ESP is a program of support and induction for first year teachers and is designed to elicit evidence that a beginning teacher has demonstrated the required teaching competencies that promote student learning. Administrators also meet formally, as well as informally, with new staff to mentor and coach. School and district policies are reviewed and explained as well as the basic "to know, understand, and abide by" procedures as a new employee are discussed and reviewed. The orientation to Palm Beach can be overwhelming and sometimes a small group meeting helps to further explain the procedure, policy, program, etc. This also helps build a feeling of trust and professionalism with all team players.

The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school works closely with District and Area staff to ensure the core instructional program and materials are aligned to the Florida Standards. The new standards based report card, implemented K-5 this year, will ensure daily learning goals are aligned to the Florida Standards. All teachers will receive the Florida Standards in their Starlight Cove Resource Notebook and will incorporate such standards in all lesson plans. The new "Performance Matters" program will allow teachers to access/create/develop online learning assessments which are aligned to the Florida standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Each teacher has access to the district's EDW portal and is responsible for entering their students' data, i.e. Running Records for Reading, etc. Learning Team Meetings review data and plans are made to differentiate instruction to meet the needs of diverse learners. The iObservations conducted provide teachers feedback regarding observations conducted. Conferences and data chats provide opportunities for modifications in instruction and strategies to assist students not meeting proficiency. Training and support will be given this year as we work with the new "Performance Matters" program. This program, along with selected, approved, and recommended programs such as IReady for Math

and Reading Plus for Reading will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

A Saturday Tutorial Program will be offered in January through March to address the core academic subjects with selected students.

**Strategy Rationale**

The students assessment data indicate the need for additional tutorial opportunities to enhance and strengthen academic achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Saint John, Susan, susan.saintjohn@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The data used to identify the students for this tutorial program will be taken from the Fall and Winter Diagnostics, as well as any data from MBAs or other assessments administered by teachers. Teachers will meet during Learning Team Meetings to analyze data and effectiveness of the tutorial program. Articulation sessions will be conducted every other week to allow tutorial staff to discuss selected students with regular staff to analyze progress, assess needs, and plan to best meet the needs of these selected students enrolled in the tutorial program..

**Strategy:** Extended School Day

**Minutes added to school year:** 60

Direct Reading Instruction is provided to meet the needs of all students every day.

**Strategy Rationale**

36% of our students were proficient on the Reading FY14FCAT

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Saint John, Susan, susan.saintjohn@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Assessment data will be collected throughout the year and the FY15 LAFS, MAFS, Writing and Science results will determine the effectiveness of the strategy.



## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

We offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to an ESE Pre-K classroom, Parents/Guardians must attend workshops offered throughout the year. Homework and skill acquisition activities are shared with parents during individual parent conferences in an attempt to prepare our students to transition to Kindergarten. A summer backpack of learning tools such as flashcards, crayons, paper, and books are sent home for parents and students to practice the skills they have learned in the VPK program.

All incoming Kindergarten students at Starlight Cove Elementary School are assessed according to district and state guidelines using the Florida Assessments for Instruction in Reading (FAIR) to determine individual and small group instructional needs as well as individual student strengths and weaknesses. All students are assessed in phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comprehension, and basic math skills.

When parents and children come for the first time, they are offered a tour, and time to peruse our handbooks, basic school information such as the SPAR Report, School Improvement Plan, student planners and agendas and yearbooks. All parents are given a copy of the Grade Level Expectations and Pupil Progression Plans. Whenever possible, we try to introduce the teacher and child to the new teacher(s) before the child actually starts school. Each child is assigned a buddy in the classroom to ease with transition and familiarity.

Sometimes our Safety Patrols are paired up with Kindergarten students to help them adjust to our campus as well. We also hold a special Kindergarten Orientation event entitled "A Welcome to the Success Express" in April of each school year. Parents and students are given a tour of our campus and visit Kindergarten classrooms. Parents also receive calendars, summer preparation packets and a welcome backpack with pencils, crayons, picture word cards, math fact cards, and other academic tools for their child. One of our Business Partners, Costco, provides free backpacks with basic school supplies to be given to students to ensure they are prepared each day for school and have a place to store planners and other materials.

A staggered-start is used at the beginning of each school year for Kindergarten students to appropriately adjust to school. Additionally, the Kindergarten Team holds monthly parent meetings and "make-and-take" nights throughout the year to keep parents informed and involved, as well as strengthen student skills.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the rigor of standards based instruction utilizing the Florida State Standards.
- G2.** Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success.
- G3.** Increase parental awareness of absenteeism and tardy concerns and their effect on student achievement/learning.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase the rigor of standards based instruction utilizing the Florida State Standards. 1a**

G037211

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	45.0
CELLA Writing Proficiency	36.0

**Resources Available to Support the Goal 2**

- Title I and district budgets provide instructional staff and training.
- Extended day program is provided for all students.

**Targeted Barriers to Achieving the Goal 3**

- Teacher knowledge of the rigor of the Florida Standards
- Need for parental awareness of new Florida standards and assessments

**Plan to Monitor Progress Toward G1. 8**

Assessments and observation data will be collected and reviewed to determine progress toward the goal.

**Person Responsible**

Matthew Payner

**Schedule**

Biweekly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

iObservation reports and assessment data will be on file.

**Plan to Monitor Progress Toward G1. 8**

Student achievement will increase

**Person Responsible**

Susan Saint John

**Schedule**

Weekly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Assessment data will be monitored during LTM, data chats, conferences which will include EDW reports from diagnostics, etc.

**G2. Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success.** 1a

G037210

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	57.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	37.0
AMO Math - All Students	61.0

**Resources Available to Support the Goal** 2

- Title I and District funding is provided to hire staff for the Leadership Team, including a .5 Literacy Coach, .5 Writing Coach, and Reading Coach.

**Targeted Barriers to Achieving the Goal** 3

- Several new team members have been added to the Leadership Team; more than 50% of the team is newly appointed this year.
- Schedules and district expectations along with teacher contract requirements, impact time to meet and provide adequate training

**Plan to Monitor Progress Toward G2.** 8

Coach and Resource Teacher logs will log their activities and Reading Coach log will be entered on PMRN.

**Person Responsible**

Susan Saint John

**Schedule**

Daily, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

The logs and agendas will be on file; logs from PMRN will be on file.

**G3. Increase parental awareness of absenteeism and tardy concerns and their effect on student achievement/learning.** 1a

G037144

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	20.0

**Resources Available to Support the Goal** 2

- Attendance data, paper, ink

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental awareness about the alignment of attendance and student achievement

**Plan to Monitor Progress Toward G3.** 8

Attendance reports will be monitored

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/22/2014 to 6/4/2015

**Evidence of Completion**

Attendance reports will be on file

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase the rigor of standards based instruction utilizing the Florida State Standards. **1**

 G037211

**G1.B1** Teacher knowledge of the rigor of the Florida Standards **2**

 B089300

**G1.B1.S1** Provide staff development for specified curriculum training. **4**

 S099977

### Strategy Rationale

Teachers need to be knowledgeable of new Florida standards and programs taught to address needs.

### Action Step 1 **5**

Survey staff for professional development needs as they relate to data based on assessment results; additionally, literacy and math cohort training opportunities are given each month by district staff which in turn, staff train their teams at LTM, Common Planning, and modeling lessons

### Person Responsible

Matthew Payner

### Schedule

Biweekly, from 8/12/2014 to 6/5/2015

### Evidence of Completion

Agendas, assessment data, Learning Team notes, etc.

**Action Step 2** 5

Based on survey results, classroom walkthroughs and observations, provide needed professional development in the core content areas with Professional Development such as Words Their Way and Close Reading, LLI, and Running Record trainings.

**Person Responsible**

Susan Saint John

**Schedule**

Monthly, from 9/5/2014 to 12/5/2014

***Evidence of Completion***

The Area Office, district, Transformation and State staff will provide training on selected dates. The training dates, agendas, and participation logs will be kept on file, lesson plans and observations will serve as evidence of the professional development teachers participate in and implement within their classrooms. Resource teachers, coaches, and support staff will model, coach, and monitor in classrooms as needed.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Surveys, Agendas, and schedules will be on file

**Person Responsible**

Matthew Payner

**Schedule**

Biweekly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Observations, Assessments, report cards, etc. will document the effects of the Professional Development



**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Classroom observations will monitor for full implementation and fidelity of professional development

**Person Responsible**

Susan Saint John

**Schedule**

Daily, from 9/5/2014 to 6/1/2015

**Evidence of Completion**

Observations will be on file in iObservation

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Support Staff, School Resource Teachers and Coaches will work with teachers for implementation and provide assistance as needed and requested for specific areas of Professional Development being implemented in classrooms such as Close Reading lessons, Words Their Way, Running Records. Administrators will monitor lesson plans and conduct observations, data chats, and assessment results for implementation as well.

**Person Responsible**

Susan Saint John

**Schedule**

Biweekly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

Classroom observations will be on file, lesson plans on file, coaches logs on file.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Conferences and observations will provide data to support effectiveness

**Person Responsible**

Matthew Payner

**Schedule**

On 6/5/2015

**Evidence of Completion**

Observations, assessment data, and conference chats will be on file.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teachers will implement the professional development skills they have been trained in.

**Person Responsible**

Susan Saint John


**Schedule**

Weekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Coaches logs will provide evidence of implementation and effectiveness, observations, lesson plans

**G1.B1.S2 Curriculum Resource Teachers will be hired with Title I funds to assist with standards based instruction.** 4

 S099984

**Strategy Rationale**

Approximately 15% of the instructional staff is new to our school, Florida and/or the teaching profession.

**Action Step 1** 5

Hire resource teachers to work with small group instruction, tracking student progress, providing LLI, inclass differentiated instruction based on student needs.

**Person Responsible**

Susan Saint John

**Schedule**

On 6/5/2015

**Evidence of Completion**

Staff will be in the positions - position control roster on file

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Training and schedules on file

**Person Responsible**

Susan Saint John

**Schedule**

Daily, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Logs, agendas, schedules kept on file

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student achievement data and observation data

**Person Responsible**

Susan Saint John

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Data will show growth and VAM data will show growth, etc.

**G1.B1.S3** Provide research based curriculum programs to meet the rigor of the new Florida Standards.

4

 S099985

### **Strategy Rationale**

Funding needs to be allocated to purchase the programs and accompanying Professional Development.

### **Action Step 1** 5

Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies

#### **Person Responsible**

Matthew Payner

#### **Schedule**

Semiannually, from 8/12/2014 to 4/17/2015

#### **Evidence of Completion**

Materials and purchase orders on file and data indicates implementation

### **Action Step 2** 5

Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.

#### **Person Responsible**

Susan Saint John

#### **Schedule**

Monthly, from 9/3/2014 to 5/29/2015

#### **Evidence of Completion**

Agendas will be on file, assessment reports and student performance records on file, parent conference logs on file, etc.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Purchase curricular materials to purchase the programs and accompanying Professional Development. Continually share district information regarding curriculum needs, etc. Cohort staff members attend training and share as needed.

**Person Responsible**

Susan Saint John

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Materials and purchase orders on file, assessment data, logs, agendas, etc.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Data from programs will be reviewed by teachers and Leadership

**Person Responsible**

Susan Saint John


**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Assessment data from online programs as well as from Performance Matters data will be on file

**G1.B1.S4** Implement effective planning time **4**

 S140821

**Strategy Rationale**

The effective use of common planning time will impact instructional practices in a positive way and student achievement.

**Action Step 1** **5**

The SBLT at Starlight Cove Elementary will create a coverage schedule based on staff availability.

**Person Responsible**

Susan Saint John

**Schedule**

On 10/3/2014

***Evidence of Completion***

Copy of the coverage schedule

**Action Step 2** **5**

The SBLT will develop a revised planning schedule for the teachers at Starlight Cove Elementary

**Person Responsible**

Susan Saint John

**Schedule**

On 10/8/2014

***Evidence of Completion***

A copy of the revised planning schedule

**Action Step 3** 5

The SBLT at Starlight Cove Elementary will notify the personnel who will be covering classes about the adjusted common planning schedule and their assigned coverage duties.

**Person Responsible**

Susan Saint John

**Schedule**

On 10/9/2014

***Evidence of Completion***

Meeting agenda

**Action Step 4** 5

The SBLT at Starlight Cove will identify the purpose and set expectations for common planning sessions.

**Person Responsible**

Susan Saint John

**Schedule**

***Evidence of Completion***

Meeting agenda; Copy of the common planning expectations

**Action Step 5** 5

The SBLT at Starlight Cove Elementary will develop a blueprint for expectations for common planning.

**Person Responsible**

Susan Saint John

**Schedule**

On 10/8/2014

***Evidence of Completion***

Meeting agenda; Copy of the blueprint for common planning expectations.

**Action Step 6** 5

The SBLT will share the expectations for common planning with the faculty at Starlight Cove Elementary.

**Person Responsible**

Susan Saint John

**Schedule**

On 10/14/2014

***Evidence of Completion***

Meeting agenda(s)

**Action Step 7** 5

The SBLT and faculty at Starlight Cove will implement the expectations for common planning.

**Person Responsible**

Susan Saint John

**Schedule**

On 6/4/2015

***Evidence of Completion***

Agendas from common planning sessions; Teachers' lesson plans; Learning Team Meeting agendas/notes

**Action Step 8** 5

The SBLT at Starlight Cove will monitor the implementation of the expectations for common planning.

**Person Responsible**

Susan Saint John

**Schedule**

On 6/4/2015

***Evidence of Completion***

Classroom walkthroughs; informal/formal observations; notes from common planning sessions; agendas from common planning/LTM's; teachers' lesson plans



### Action Step 9 5

Based on classroom walkthroughs and observations, the Administrative team at Starlight Cove will provide feedback to the school based leadership including instructional coaches on the effective instructional delivery of the lessons developed during common planning.

#### **Person Responsible**

Susan Saint John

#### **Schedule**

On 6/4/2015

#### ***Evidence of Completion***

Coaches' logs; SBLT meeting agendas and notes

### Action Step 10 5

The instructional coaches at Starlight Cove Elementary will provide support to teachers utilizing the entry points along the Coaching Continuum.

#### **Person Responsible**

Susan Saint John

#### **Schedule**

On 6/4/2015

#### ***Evidence of Completion***

Coaches' logs

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Collection of evidence (i.e. agendas, lesson plans, updated common planning schedule; walkthrough data; informal/formal observations; coaches' logs)

#### **Person Responsible**

Susan Saint John

#### **Schedule**

On 6/4/2015

#### ***Evidence of Completion***

LTM/Common planning agendas; Coaches' logs; Classroom walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas and Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Classroom Walkthroughs; Informal/Formal Observations; Student Achievement Data

**Person Responsible**

Susan Saint John


**Schedule**

On 6/4/2015


**Evidence of Completion**

LTM/Common Planning Agendas; Coaches' Logs; Classroom Walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas/Notes

**G1.B2** Need for parental awareness of new Florida standards and assessments 2

 B094229

**G1.B2.S1** Provide meetings, workshops, call out systems, edline, etc. to educate and inform parents. Implement the Reading Plus, IReady Math, and other district approved online programs. 4

 S105329

**Strategy Rationale**

Parents need to understand the importance of attendance, school hours and the rigor needed for student success.

**Action Step 1** 5

All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.

**Person Responsible**

Matthew Payner

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets, attendance records, parent conference logs, etc.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Attendance records will be monitored, week to week and month to month to show improvement and change

**Person Responsible**

Matthew Payner

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Teachers will track daily attendance, attendance clerk will track weekly attendance, and guidance counselors will monitor all attendance records.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Resource Teacher Logs will document implementation; agendas, sign in sheets, presentations will be on file and reviewed by leadership team.

**Person Responsible**

Susan Saint John


**Schedule**

Biweekly, from 9/3/2014 to 5/29/2015


***Evidence of Completion***

Logs, PMRN reports, agendas, notes on file.


**G2.** Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success. **1**

 G037210

**G2.B1** Several new team members have been added to the Leadership Team; more than 50% of the team is newly appointed this year. **2**

 B089298

**G2.B1.S1** Professional Development will be offered to the Leadership Team. **4**

 S099976

### **Strategy Rationale**

New Team Members need to know and understand expectations and responsibilities as being members of the Leadership Team.

### **Action Step 1** **5**

Administrators will conduct a needs assessment for professional development for Leadership.

#### **Person Responsible**

Susan Saint John

#### **Schedule**

Semiannually, from 9/1/2014 to 5/1/2015

#### **Evidence of Completion**

Needs assessment will be on file and professional development calendar will be on file.

### **Action Step 2** **5**

Administration will provide Professional Development to explain responsibilities and expectations to all members of the Leadership Team.

#### **Person Responsible**

Susan Saint John

#### **Schedule**

Weekly, from 8/12/2014 to 6/5/2015

#### **Evidence of Completion**

Administrators will conduct a needs assessment to provide the training needed each week. Agendas will document and be kept on file for reference.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Discussions with Leadership Team to address the needs of staff and students will be documented and noted on agendas. Site Review Visits with the Area and District Staff will be documented and discussed with Team Members.

**Person Responsible**

Susan Saint John

**Schedule**

Weekly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas and meeting feedback will be on file. An end of the year effectiveness survey will demonstrate the effectiveness of this strategy.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Weekly Meeting agendas will address specific needs

**Person Responsible**

Susan Saint John


**Schedule**

Weekly, from 8/20/2014 to 6/3/2015

***Evidence of Completion***

Agendas will be kept on file with notes documented; Resource Teacher logs will be on file and/or recorded in the PMRN.

**G2.B1.S2** Members of Leadership Team will be offered opportunities for professional growth by helping to support and monitor the school improvement plan **4**

 S108828

### **Strategy Rationale**

Allows leadership opportunities for professional growth

### **Action Step 1** **5**

Assign roles to members of the Leadership Team

#### **Person Responsible**

Susan Saint John

#### **Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

#### ***Evidence of Completion***

Roles, PIP, Plan, Meeting agendas all on file

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2** **6**

Review team assigned roles

#### **Person Responsible**

Susan Saint John

#### **Schedule**

Monthly, from 9/2/2014 to 5/29/2015

#### ***Evidence of Completion***

Roles will be documented, meeting notes and agendas on file.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Team Members will share their roles

**Person Responsible**

Susan Saint John


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015


**Evidence of Completion**

Meeting notes and agendas will be on file

**G2.B2** Schedules and district expectations along with teacher contract requirements, impact time to meet and provide adequate training 2

 B089299

**G2.B2.S1** Modify schedules to allow for each team member to participate in an hour Leadership Team Meeting at least once per week. 4

 S105339

**Strategy Rationale**

Allocating time will ensure the team meets as scheduled.

**Action Step 1 5**

Provide the meeting time to train and discuss needs

**Person Responsible**

Susan Saint John

**Schedule**

Weekly, from 8/20/2014 to 5/27/2015

**Evidence of Completion**

Schedules and agendas, with professional development and discussions noted and kept on file.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Calendars and schedules will be documented and kept on file

**Person Responsible**

Susan Saint John

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Calendars and agendas on file will be available for evidence proof.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

School needs and schedules will be monitored for effectiveness and changed as necessary

**Person Responsible**

Susan Saint John

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Schedules on file; team meeting concerns on file, agendas documented for specific needs on file.



**G3.** Increase parental awareness of absenteeism and tardy concerns and their effect on student achievement/learning. 1

G037144

**G3.B1** Lack of parental awareness about the alignment of attendance and student achievement 2

B089154

**G3.B1.S1** Create an in house adhoc attendance committee. 4

S099796

### Strategy Rationale

Parents need to know when their child is tardy or absent from school.

### Action Step 1 5

Daily and weekly logs will be tracked for attendance using SAGES (district system)

#### Person Responsible

Matthew Payner

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Attendance records will be kept on file as well as on SAGES system.

### Action Step 2 5

Adhoc Committee will notify parents of applicable students and track logs

#### Person Responsible

Matthew Payner

#### Schedule

Daily, from 8/29/2014 to 5/29/2015

#### Evidence of Completion

Logs and phone calls will be on file

**Action Step 3** 5

Provide a parent and student workshop on attendance

**Person Responsible**

Susan Saint John

**Schedule**

Semiannually, from 9/3/2014 to 5/1/2015

**Evidence of Completion**

Workshop agendas will be on file and logs will indicate improvement in attendance

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

SAGES reports generated and logs of contacts made will be on file, letters to parents on file

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

SAGES reports, logs, letters on file

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

A Student and Parent Workshop on attendance, policies and procedures.

**Person Responsible**

Susan Saint John

**Schedule**

On 10/10/2014

**Evidence of Completion**

Parent sign in, agenda, evaluations, etc.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Phone logs, notes sent home, parent contacts made

**Person Responsible**

Susan Saint John

**Schedule**

Weekly, from 8/26/2014 to 5/30/2015

***Evidence of Completion***

All communication will be recorded and kept on file.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

SAGES reports will be run each report card period; daily phone calls and letters of notification sent to parents

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/22/2014 to 6/4/2015

***Evidence of Completion***

Letters on file, SAGES reports, parent conferences

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.B1.S2** Create a reward/incentive program for attendance. 4

S099797

**Strategy Rationale**

Often when parents are personally contacted, they will make an effort to improve their child's attendance record.

**Action Step 1** 5

Track student data on tardy and absent students; parents will be sent certified notices for attendance concerns

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Attendance records will be on file

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Logs will be kept when parents are contacted regarding tardy and absent students

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Logs will be kept on file

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Strategy log will be reviewed

**Person Responsible**

Matthew Payner

**Schedule**

Weekly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Log of strategies will be on file, student attendance records on file

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Track student data on tardy and absent students; parents will be sent certified notices for attendance concerns	Payner, Matthew	8/29/2014	Attendance records will be on file	5/29/2015 weekly
G1.B1.S1.A1	Survey staff for professional development needs as they relate to data based on assessment results; additionally, literacy and math cohort training opportunities are given each month by district staff which in turn, staff train their teams at LTM, Common Planning, and modeling lessons	Payner, Matthew	8/12/2014	Agendas, assessment data, Learning Team notes, etc.	6/5/2015 biweekly
G1.B1.S3.A1	Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies	Payner, Matthew	8/12/2014	Materials and purchase orders on file and data indicates implementation	4/17/2015 semiannually
G1.B2.S1.A1	All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.	Payner, Matthew	8/18/2014	Sign in sheets, attendance records, parent conference logs, etc.	6/5/2015 daily
G2.B2.S1.A1	Provide the meeting time to train and discuss needs	Saint John, Susan	8/20/2014	Schedules and agendas, with professional development and discussions noted and kept on file.	5/27/2015 weekly
G1.B1.S2.A1	Hire resource teachers to work with small group instruction, tracking student progress, providing LLI, inclass differentiated instruction based on student needs.	Saint John, Susan	7/1/2014	Staff will be in the positions - position control roster on file	6/5/2015 one-time
G3.B1.S1.A1	Daily and weekly logs will be tracked for attendance using SAGES (district system)	Payner, Matthew	8/18/2014	Attendance records will be kept on file as well as on SAGES system.	5/29/2015 weekly
G2.B1.S2.A1	Assign roles to members of the Leadership Team	Saint John, Susan	9/2/2014	Roles, PIP, Plan, Meeting agendas all on file	5/29/2015 biweekly
G2.B1.S1.A1	Administrators will conduct a needs assessment for professional development for Leadership.	Saint John, Susan	9/1/2014	Needs assessment will be on file and professional development calendar will be on file.	5/1/2015 semiannually

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*Starlight Cove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	The SBLT at Starlight Cove Elementary will create a coverage schedule based on staff availability.	Saint John, Susan	10/3/2014	Copy of the coverage schedule	10/3/2014 one-time
G2.B1.S1.A2	Administration will provide Professional Development to explain responsibilities and expectations to all members of the Leadership Team.	Saint John, Susan	8/12/2014	Administrators will conduct a needs assessment to provide the training needed each week. Agendas will document and be kept on file for reference.	6/5/2015 weekly
G1.B1.S3.A2	Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.	Saint John, Susan	9/3/2014	Agendas will be on file, assessment reports and student performance records on file, parent conference logs on file, etc.	5/29/2015 monthly
G3.B1.S1.A2	Adhoc Committee will notify parents of applicable students and track logs	Payner, Matthew	8/29/2014	Logs and phone calls will be on file	5/29/2015 daily
G1.B1.S1.A2	Based on survey results, classroom walkthroughs and observations, provide needed professional development in the core content areas with Professional Development such as Words Their Way and Close Reading, LLI, and Running Record trainings.	Saint John, Susan	9/5/2014	The Area Office, district, Transformation and State staff will provide training on selected dates. The training dates, agendas, and participation logs will be kept on file, lesson plans and observations will serve as evidence of the professional development teachers participate in and implement within their classrooms. Resource teachers, coaches, and support staff will model, coach, and monitor in classrooms as needed.	12/5/2014 monthly
G1.B1.S4.A2	The SBLT will develop a revised planning schedule for the teachers at Starlight Cove Elementary	Saint John, Susan	10/8/2014	A copy of the revised planning schedule	10/8/2014 one-time
G3.B1.S1.A3	Provide a parent and student workshop on attendance	Saint John, Susan	9/3/2014	Workshop agendas will be on file and logs will indicate improvement in attendance	5/1/2015 semiannually
G1.B1.S4.A3	The SBLT at Starlight Cove Elementary will notify the personnel who will be covering classes about the adjusted common planning schedule and their assigned coverage duties.	Saint John, Susan	10/9/2014	Meeting agenda	10/9/2014 one-time
G1.B1.S4.A4	The SBLT at Starlight Cove will identify the purpose and set expectations for common planning sessions.	Saint John, Susan	10/8/2014	Meeting agenda; Copy of the common planning expectations	one-time
G1.B1.S4.A5	The SBLT at Starlight Cove Elementary will develop a blueprint for expectations for common planning.	Saint John, Susan	10/8/2014	Meeting agenda; Copy of the blueprint for common planning expectations.	10/8/2014 one-time
G1.B1.S4.A6	The SBLT will share the expectations for common planning with the faculty at Starlight Cove Elementary.	Saint John, Susan	10/13/2014	Meeting agenda(s)	10/14/2014 one-time
G1.B1.S4.A7	The SBLT and faculty at Starlight Cove will implement the expectations for common planning.	Saint John, Susan	10/21/2014	Agendas from common planning sessions; Teachers' lesson plans; Learning Team Meeting agendas/notes	6/4/2015 one-time
G1.B1.S4.A8	The SBLT at Starlight Cove will monitor the implementation of the expectations for common planning.	Saint John, Susan	10/21/2014	Classroom walkthroughs; informal/ formal observations; notes from common planning sessions; agendas from common planning/LTM's; teachers' lesson plans	6/4/2015 one-time
G1.B1.S4.A9	Based on classroom walkthroughs and observations, the Administrative team at Starlight Cove will provide feedback to the school based leadership including instructional coaches on the effective instructional delivery of the lessons developed during common planning.	Saint John, Susan	10/21/2014	Coaches' logs; SBLT meeting agendas and notes	6/4/2015 one-time

**Palm Beach - 0771 - Starlight Cove Elementary Schl - 2014-15 SIP**  
*Starlight Cove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A10	The instructional coaches at Starlight Cove Elementary will provide support to teachers utilizing the entry points along the Coaching Continuum.	Saint John, Susan	10/21/2014	Coaches' logs	6/4/2015 one-time
G1.MA1	Assessments and observation data will be collected and reviewed to determine progress toward the goal.	Payner, Matthew	8/12/2014	iObservation reports and assessment data will be on file.	6/5/2015 biweekly
G1.MA2	Student achievement will increase	Saint John, Susan	10/1/2014	Assessment data will be monitored during LTM, data chats, conferences which will include EDW reports from diagnostics, etc.	6/1/2015 weekly
G1.B1.S1.MA1	Conferences and observations will provide data to support effectiveness	Payner, Matthew	8/12/2014	Observations, assessment data, and conference chats will be on file.	6/5/2015 one-time
G1.B1.S1.MA5	Teachers will implement the professional development skills they have been trained in.	Saint John, Susan	10/1/2014	Coaches logs will provide evidence of implementation and effectiveness, observations, lesson plans	5/29/2015 weekly
G1.B1.S1.MA1	Surveys, Agendas, and schedules will be on file	Payner, Matthew	8/12/2014	Observations, Assessments, report cards, etc. will document the effects of the Professional Development	6/5/2015 biweekly
G1.B1.S1.MA3	Classroom observations will monitor for full implementation and fidelity of professional development	Saint John, Susan	9/5/2014	Observations will be on file in iObservation	6/1/2015 daily
G1.B1.S1.MA4	Support Staff, School Resource Teachers and Coaches will work with teachers for implementation and provide assistance as needed and requested for specific areas of Professional Development being implemented in classrooms such as Close Reading lessons, Words Their Way, Running Records. Administrators will monitor lesson plans and conduct observations, data chats, and assessment results for implementation as well.	Saint John, Susan	8/12/2014	Classroom observations will be on file, lesson plans on file, coaches logs on file.	5/29/2015 biweekly
G1.B2.S1.MA1	Resource Teacher Logs will document implementation; agendas, sign in sheets, presentations will be on file and reviewed by leadership team.	Saint John, Susan	9/3/2014	Logs, PMRN reports, agendas, notes on file.	5/29/2015 biweekly
G1.B2.S1.MA1	Attendance records will be monitored, week to week and month to month to show improvement and change	Payner, Matthew	8/18/2014	Teachers will track daily attendance, attendance clerk will track weekly attendance, and guidance counselors will monitor all attendance records.	6/4/2015 biweekly
G1.B1.S2.MA1	Student achievement data and observation data	Saint John, Susan	8/18/2014	Data will show growth and VAM data will show growth, etc.	6/5/2015 daily
G1.B1.S2.MA1	Training and schedules on file	Saint John, Susan	8/12/2014	Logs, agendas, schedules kept on file	6/5/2015 daily
G1.B1.S3.MA1	Data from programs will be reviewed by teachers and Leadership	Saint John, Susan	9/5/2014	Assessment data from online programs as well as from Performance Matters data will be on file	5/29/2015 weekly
G1.B1.S3.MA1	Purchase curricular materials to purchase the programs and accompanying Professional Development. Continually share district information regarding curriculum needs, etc. Cohort staff members attend training and share as needed.	Saint John, Susan	8/25/2014	Materials and purchase orders on file, assessment data, logs, agendas, etc.	5/29/2015 biweekly
G1.B1.S4.MA1	Classroom Walkthroughs; Informal/Formal Observations; Student Achievement Data	Saint John, Susan	10/3/2014	LTM/Common Planning Agendas; Coaches' Logs; Classroom Walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas/ Notes	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1	Collection of evidence (i.e. agendas, lesson plans, updated common planning schedule; walkthrough data; informal/formal observations; coaches' logs)	Saint John, Susan	10/3/2014	LTM/Common planning agendas; Coaches' logs; Classroom walkthroughs; Informal/Formal Observations; SBLT Meeting Agendas and Notes	6/4/2015 one-time
G2.MA1	Coach and Resource Teacher logs will log their activities and Reading Coach log will be entered on PMRN.	Saint John, Susan	8/27/2014	The logs and agendas will be on file; logs from PMRN will be on file.	5/27/2015 daily
G2.B1.S1.MA1	Weekly Meeting agendas will address specific needs	Saint John, Susan	8/20/2014	Agendas will be kept on file with notes documented; Resource Teacher logs will be on file and/or recorded in the PMRN.	6/3/2015 weekly
G2.B1.S1.MA1	Discussions with Leadership Team to address the needs of staff and students will be documented and noted on agendas. Site Review Visits with the Area and District Staff will be documented and discussed with Team Members.	Saint John, Susan	8/12/2014	Agendas and meeting feedback will be on file. An end of the year effectiveness survey will demonstrate the effectiveness of this strategy.	6/5/2015 weekly
G2.B2.S1.MA1	School needs and schedules will be monitored for effectiveness and changed as necessary	Saint John, Susan	8/18/2014	Schedules on file; team meeting concerns on file, agendas documented for specific needs on file.	5/29/2015 biweekly
G2.B2.S1.MA1	Calendars and schedules will be documented and kept on file	Saint John, Susan	8/27/2014	Calendars and agendas on file will be available for evidence proof.	5/27/2015 weekly
G2.B1.S2.MA1	Team Members will share their roles	Saint John, Susan	9/2/2014	Meeting notes and agendas will be on file	5/29/2015 monthly
G2.B1.S2.MA1	Review team assigned roles	Saint John, Susan	9/2/2014	Roles will be documented, meeting notes and agendas on file.	5/29/2015 monthly
G3.MA1	Attendance reports will be monitored	Payner, Matthew	8/22/2014	Attendance reports will be on file	6/4/2015 weekly
G3.B1.S1.MA1	SAGES reports will be run each report card period; daily phone calls and letters of notification sent to parents	Payner, Matthew	8/22/2014	Letters on file, SAGES reports, parent conferences	6/4/2015 weekly
G3.B1.S1.MA5	[no content entered]			one-time	
G3.B1.S1.MA1	SAGES reports generated and logs of contacts made will be on file, letters to parents on file	Payner, Matthew	8/18/2014	SAGES reports, logs, letters on file	6/4/2015 weekly
G3.B1.S1.MA3	A Student and Parent Workshop on attendance, policies and procedures.	Saint John, Susan	9/30/2014	Parent sign in, agenda, evaluations, etc.	10/10/2014 one-time
G3.B1.S1.MA4	Phone logs, notes sent home, parent contacts made	Saint John, Susan	8/26/2014	All communication will be recorded and kept on file.	5/30/2015 weekly
G3.B1.S2.MA1	Strategy log will be reviewed	Payner, Matthew	8/29/2014	Log of strategies will be on file, student attendance records on file	5/29/2015 weekly
G3.B1.S2.MA1	Logs will be kept when parents are contacted regarding tardy and absent students	Payner, Matthew	8/29/2014	Logs will be kept on file	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Increase the rigor of standards based instruction utilizing the Florida State Standards.

#### G1.B1 Teacher knowledge of the rigor of the Florida Standards

##### G1.B1.S1 Provide staff development for specified curriculum training.

#### PD Opportunity 1

Survey staff for professional development needs as they relate to data based on assessment results; additionally, literacy and math cohort training opportunities are given each month by district staff which in turn, staff train their teams at LTM, Common Planning, and modeling lessons

#### Facilitator

Professional Development Team and Learning Team Facilitator

#### Participants

All teachers

#### Schedule

Biweekly, from 8/12/2014 to 6/5/2015

#### PD Opportunity 2

Based on survey results, classroom walkthroughs and observations, provide needed professional development in the core content areas with Professional Development such as Words Their Way and Close Reading, LLI, and Running Record trainings.

#### Facilitator

Area Office and District Support Staff, Transformation Office and State support staff, school resource teachers and coaches

#### Participants

All instructional staff for identified curriculum areas.

#### Schedule

Monthly, from 9/5/2014 to 12/5/2014

**G1.B1.S2** Curriculum Resource Teachers will be hired with Title I funds to assist with standards based instruction.

**PD Opportunity 1**

Hire resource teachers to work with small group instruction, tracking student progress, providing LLI, inclass differentiated instruction based on student needs.

**Facilitator**

School Administrators, district and area staff by specific subject, training for IReady and Reading Plus from respective companies

**Participants**

Resource teachers and coach, teachers K-5 as appropriate to programs

**Schedule**

On 6/5/2015

**G2.** Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success.

**G2.B1** Several new team members have been added to the Leadership Team; more than 50% of the team is newly appointed this year.

**G2.B1.S1** Professional Development will be offered to the Leadership Team.

**PD Opportunity 1**

Administrators will conduct a needs assessment for professional development for Leadership.

**Facilitator**

School and district staff will provide appropriate Professional Development

**Participants**

Leadership Team

**Schedule**

Semiannually, from 9/1/2014 to 5/1/2015

## PD Opportunity 2

Administration will provide Professional Development to explain responsibilities and expectations to all members of the Leadership Team.

### Facilitator

Susan Saint John and Matthew Payner

### Participants

Abby Halpern, Jody Honaker, Faith Racow, Kathleen Somoza, Cassandra White, Jeannine Renz

### Schedule

Weekly, from 8/12/2014 to 6/5/2015

**G2.B1.S2** Members of Leadership Team will be offered opportunities for professional growth by helping to support and monitor the school improvement plan

## PD Opportunity 1

Assign roles to members of the Leadership Team

### Facilitator

School Based Leadership Team

### Participants

All staff

### Schedule

Biweekly, from 9/2/2014 to 5/29/2015

**G2.B2** Schedules and district expectations along with teacher contract requirements, impact time to meet and provide adequate training

**G2.B2.S1** Modify schedules to allow for each team member to participate in an hour Leadership Team Meeting at least once per week.

**PD Opportunity 1**

Provide the meeting time to train and discuss needs

**Facilitator**

Susan Saint John

**Participants**

Leadership Team

**Schedule**

Weekly, from 8/20/2014 to 5/27/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

### **G1.** Increase the rigor of standards based instruction utilizing the Florida State Standards.

#### **G1.B1** Teacher knowledge of the rigor of the Florida Standards

##### **G1.B1.S3** Provide research based curriculum programs to meet the rigor of the new Florida Standards.

#### **PD Opportunity 1**

Purchase curricular materials for Florida Standards such as IReady Math, Reading Plus, Classroom Supplies

##### **Facilitator**

Area Office and Program sponsors

##### **Participants**

All teachers and students

##### **Schedule**

Semiannually, from 8/12/2014 to 4/17/2015

#### **PD Opportunity 2**

Provide staff and parent workshops and trainings to familiarize them with Reading Plus, iReady Math, Resource Teachers, report card, curriculum and assessments, etc.

##### **Facilitator**

Matthew Payner and online instructional material developers

##### **Participants**

Staff and parents

##### **Schedule**

Monthly, from 9/3/2014 to 5/29/2015

**G1.B2** Need for parental awareness of new Florida standards and assessments

**G1.B2.S1** Provide meetings, workshops, call out systems, edline, etc. to educate and inform parents. Implement the Reading Plus, IReady Math, and other district approved online programs.

**PD Opportunity 1**

All staff will work with parents for school attendance, requirements, etc. Counselors and attendance clerk will monitor attendance. Leadership Team will monitor online programs and use, including the Performance Matters data.

**Facilitator**

Matthew Payner, Assistant Principal, Staff, and Counselors of Starlight Cove Elementary

**Participants**

staff, students, and parents

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase the rigor of standards based instruction utilizing the Florida State Standards.	333,472
<b>Goal 2:</b> Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success.	2,309
<b>Grand Total</b>	<b>335,781</b>

### Goal 1: Increase the rigor of standards based instruction utilizing the Florida State Standards.

Description	Source	Total
<b>B1.S1.A1</b> - Resource Coaches for Writing and Literacy - both half time positions	Title I Part A	73,058
<b>B1.S1.A1</b> - Supplies and materials	Title I Part A	10,472
<b>B1.S1.A1</b> - Color Printer for EDW and Performance Matters reports for coaches, LTF, and staff	Title I Part A	1,000
<b>B1.S1.A1</b> - Training materials such as chart paper, ink, copy paper, markers, highlighters, sticky notes, file folders, notebook dividers, etc. for EDW reports and Performance Matters tracking reports	Title I Part A	1,275
<b>B1.S2.A1</b> - Resource teachers with benefits, retirement: Math Resource position, Rtl position, and half positions of a Writing Resource Teacher and a Literacy Resource Teacher	Title I Part A	197,636
<b>B1.S2.A1</b> - Classroom supplies such as paper, ink, chart paper, pens, sticky notes, pencils, student journals/composition notebooks, literacy books, IReady workbooks, weekly newsreaders, and general classroom supplies	Title I Part A	11,281
<b>B1.S2.A1</b> - Reading Plus with license	Title I Part A	8,000
<b>B1.S2.A1</b> - Stipends for staff for IReady and Reading Plus program trainings.	Title I Part A	4,725
<b>B1.S3.A1</b> - Selected Research Based and District Recommended Reading and Math programs	Title I Part A	10,000
<b>B1.S3.A1</b> - Workshop materials to inform parents regarding the Research Based programs purchased for the Florida Standards	Title I Part A	0
<b>B1.S3.A1</b> - Tutorial Program for selected students	Title I Part A	10,476
<b>B1.S3.A2</b> - online programs and supplies	Title I Part A	5,049
<b>B2.S1.A1</b> - Paper, report supplies, workshop materials,	Title I Part A	500
<b>Total Goal 1</b>		<b>333,472</b>

**Goal 2: Identify and develop an effective leadership team to implement and support a clear and strategic vision for school success.**

<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S1.A2</b> - Leadership Team consists of a Reading Coach and Instructional Resource Teachers, as well as the ESOL Coordinator (funded by district Multicultural Department)	Title I Part A	309
<b>B2.S1.A1</b> - Basic supplies	Title I Part A	2,000
<b>Total Goal 2</b>		<b>2,309</b>