
Title I Comprehensive Schoolwide Plan
STARLIGHT COVE ELEMENTARY SCHOOL (0771)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on iReady Reading Winter Diagnostic * Overall, our school was at 29% proficiency (up from 15%) * The grade level with the lowest proficiency is 5th at 21%, followed closely by 1st grade at 25%. * The median progress toward annual growth goal for 5th grade was 27%. At this point in the year we would hope to see at least 50%. The school overall was at 60%. * The two domains with the highest percentage of students below grade level (two or more grade levels below) are Comprehension overall (informational text specifically) at 33% and Vocabulary at 30%. * Phonics was third lowest at 29% two or more grade levels below. Based on FAST PM2 * Our schoolwide proficiency on the PM2 ELA was 25% in grades 3-5 and 32% in K-2. * In utilizing the FAST Progress Monitoring Trend report), while the movement is slow, we are making growth. For example, we reduced the number of level 1 students by 4% from 62 to 58% and the number of level 2 students by 2% from 25% to 23% and subsequently increased our level 3+ students by 6% from 12% to 18%. Teacher experience * While 56% of our teachers have 7 years or more experience and many are veteran teachers with 20+ years of experience, we do have 31% of our faculty with 0-3 years of experience and 47% of those educators are working with our level 1 and level 2 students. Attendance * 32% of our students have 11+ absences.. * 19% of our students have 15+ days absent. Demographics * 59% of our students are ELL with 52% currently receiving services, up 5% from last year. This influx of ELL students is reflected in the data.

2. List the root causes for the needs assessment statements you prioritized.

Poorly developed skills for learning and life of students impede their academic focus at times. Parents lack an understanding of how they might assist their children with literacy at home that would support the learning that they are doing in school. Students' strengths and weaknesses are not known by teachers and students themselves. Teachers with less experience are not as adept at differentiation to meet the needs of all students. Classroom instruction may need additional implementation of ELL strategies such as use of visuals, advance organizers, picture vocabulary, and use of turn and talk, etc. Students do not see themselves reflected in texts in the classroom resources.

3. Share possible solutions that address the root causes.

* Increase the use of visuals in the classroom, particularly around vocabulary (vocabulary printouts with pictures) and continue turn and talk using vocabulary words. More visuals for specific phonics skills. * Provide professional development to teachers K-5 on the science of reading, differentiated instruction, and specific interventions to target reading deficiencies such as Heggerty, Spire, UFLI, and others. * During PLCs, focus on data analysis, setting high expectations and accommodations for diverse learners. * Provide small group instruction with phonics grounded in text. That means we will have to use resources that meet the students' needs. More decodable readers. * Identify, implement and monitor appropriate literacy interventions to close the achievement gap. * Parents suggested author visits with authors of color to represent the student population and to increase interest and excitement around reading. * Provide opportunities to observe best practices of high performing teachers or receive modeling by instructional coaches. * In order to address student attendance and resiliency needs, create positive classroom cultures through school wide skills for learning and life activities and consider the use of a social services liaison hired to assist with skills for learning and life of students and families. * Provide additional opportunities for teachers to collaborate, develop lessons, and discuss appropriate instructional practices. * Behavior Needs Assistant will assist with note taking, implementing behavior plans, redirecting students, and more; Assist with ensuring that the overall environment is designed for the safety, care, and enrichment of the students, the classroom teacher can focus fully on delivering differentiation and intervention to identified students. * Provide parent engagement activity to build capacity on supporting literacy activities in the home that align with what the students are learning in school.

4. How will school strengthen the PFEP to support ELA?

• Communication

School communication will continue through flyers, call outs, social media, etc. Continue to ensure translators are available.

• Parent Training

* Some parent trainings could be around Benchmark Advance that show how we use phonics and read text to answer questions. We can have a monthly newsletter that shows what we are learning in Reading and what they can be doing at home. * Trainings might include demonstrating ways to assist their child while reading a book, skills to focus on, and places to get resources for their student. * How to teach foundational skills to students at home – what/how we teach during phonics/high frequency words, etc.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Offer incentives for students that complete homework

- **Students**

Actively participate in academic celebrations such as literacy week. Go home and read books with parents, siblings, or themselves.

- **Parents**

Communicate their needs to their child's teacher and school.

- **Staff Training**

Ensure that teachers are equipped with strategies to interact and collaborate with parents. Supporting teachers in empowering parents to help their children build foundational skills at home. Train teachers to effectively share student data with parents.

- **Accessibility**

Continue with meetings on the first floor Media Center or Cafeteria. Keep handicapped parking spaces clear. Continue to hold meetings on the same night as a convenience for parents.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on iReady Winter Diagnostic: 28% of our students schoolwide are 2 or more years below grade level and 10% are three or more years below grade level. Geometry is the domain where our students struggle the most with 32% of the students 2 or more years below grade level. 2nd grade has the lowest percentage of proficient students with 13%, followed by 5th grade at 17% Based on FAST PM2 46% of our 3-5 students are proficient and 49% of our K-2 students are proficient. While 56% of our teachers have 7 years or more experience and many are veteran teachers with 20+ years of experience, we do have 31% of our faculty with 0-3 years of experience and 47% of those educators are working with our level 1 and level 2 students. 32% of our students have 11+ absences.. 19% of our students have 15+ days absent. 59% of our students are ELL with 52% currently receiving services, up 5% from last year. This influx of ELL students is reflected in the data.

2. List the root causes for the needs assessment statements you prioritized.

Students' strengths and weaknesses are not known by teachers and students themselves. Additional support needed for differentiation and interventions for ELLs Classroom engagement strategies are under-utilized across content areas. Limited mastery of foundational math skills. Parents lack an understanding of how they might assist their children with math at home that would support the learning that they are doing in school.

3. Share possible solutions that address the root causes.

* Professional development on differentiation and ESOL strategies in the mathematics classroom. * Build fluency in primary, with extra push in 2nd grade using Reflex Math so that when students reach 3-5th grades their fluency is stronger. * Increase the use of visuals in the classroom, particularly around vocabulary (vocabulary printouts with pictures) and continue turn and talk using vocabulary words. * During PLCs, focus on setting high expectations and accommodations for diverse learners. * In order to address student attendance and resiliency, create positive classroom cultures through school wide skills for learning and life activities and consider the use of a social services liaison hired to assist with skills for learning and life needs of students and families. * Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. * Promote our STEM program by offering students opportunities to utilize technology to promote learning, creativity, and collaboration. * Identify, implement and monitor appropriate math interventions to close the achievement gap.

4. How will school strengthen the PFEP to support Math?

• Communication

School communication will continue through flyers, call outs, social media, etc. Continue to ensure translators are available Continue the use of Agenda/ Planners to increase home-school communication.

- Parent Training

Math nights to give parents and students hands on, real world, structured experiences.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Ensure the School-Home Compact is being reviewed with parents at parent conferences.

- Students

Complete their adaptive technology (iReady) math minutes and strive for a 65% or greater pass rate. Use Reflex Math to build fluency skills.

- Parents

Communicate their needs to their child's teacher and school.

- Staff Training

Ensure that teachers are equipped with strategies to interact and collaborate with parents. Supporting teachers in empowering parents to help their children build foundational math skills at home. Train teachers to effectively share student data with parents.

- Accessibility

Continue with meetings on the first floor Media Center or Cafeteria. Keep handicapped parking spaces clear. Continue to hold meetings on the same regularly scheduled night as a convenience for parents

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on the Winter Diagnostic Assessment Results: Our students scored 45% on the Science Diagnostic compared to the district's 54% 32% of our students scored a level 3 or higher compared to the district's 52% and our region's 48% While 56% of our teachers have 7 years or more experience and many are veteran teachers with 20+ years of experience, we do have 31% of our faculty with 0-3 years of experience and 47% of those educators are working with our level 1 and level 2 students. 32% of our students have 11+ absences.. 19% of our students have 15+ days absent. 59% of our students are ELL with 52% currently receiving services, up 5% from last year. This influx of ELL students is reflected in the data.

2. List the root causes for the needs assessment statements you prioritized.

Students would better understand the concepts if they had more time for hands-on experiments. The schedule does not allow the full time needed to conduct experiments. Currently, only 3rd through 5th are seeing the Science coach on the FA Wheel Additional support needed for differentiation and interventions for ELLs Classroom engagement strategies are under-utilized across content areas. Grade 5 students have difficulty mastering Grade 3 and 4 standards (Fair Game). Parents lack an understanding of the science concepts students are learning across the grade levels.

3. Share possible solutions that address the root causes.

* Ready to go experiments for application that teachers could implement in the classroom. * Offer Science to 2nd Grade on the FA wheel. * Professional development on differentiation and ESOL strategies in the Science classroom. * Increase the use of visuals in the classroom, particularly around vocabulary (vocabulary printouts with pictures) and continue turn and talk using vocabulary words. * During PLCs, focus on setting high expectations and accommodations for diverse learners. * Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. * In order to address student attendance and resiliency, create positive classroom cultures through school wide skills for learning and life activities and consider the use of a social services liaison hired to assist with skills for learning and life of students and families. * Provide opportunities for students and parents to practice real-world Science skills. * Promote our STEM program by offering students opportunities to utilize technology to promote learning, creativity, and collaboration. * Offer Family STEM Nights to build parent capacity around science concepts.

4. How will school strengthen the PFEP to support Science?

• Communication

School communication will continue through flyers, call outs, social media, etc. Continue to ensure translators are available. Continue the use of Agenda/ Planners to increase home-school communication.

- **Parent Training**

Conduct informational workshops and activities for parents to have hands-on experiences with science concepts. Plan for STEM parent nights to increase parental involvement.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Ensure teachers are reviewing the School-Home Compact during parent conferences. Continue high expectations Provide hands-on experiments for families to conduct at home.

- **Students**

attend STEM night to apply the science concepts they are learning in the classroom through hands on experiments in collaboration with their parents

- **Parents**

attend STEM night to support their child's grasp of science concepts through hands on experiments

- **Staff Training**

Ensure that teachers are equipped with strategies to interact and collaborate with parents. Train teachers to effectively share student data with parents.

- **Accessibility**

Continue with meetings on the first floor Media Center or Cafeteria. Keep handicapped parking spaces clear. Continue to hold meetings on the same night as a convenience for parents.

Action Step: Classroom Instruction

Provide instructional programming customized to the student's needs through supports offered during and outside the school day.

Budget Total: \$240,412.61

Acct Description	Description																										
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="428 435 1010 516">Item</th> <th data-bbox="1010 435 1157 516">Quantity</th> <th data-bbox="1157 435 1276 516">Rate</th> <th data-bbox="1276 435 1377 516">Days</th> <th data-bbox="1377 435 1488 516">Hours</th> <th data-bbox="1488 435 1612 516">Weeks</th> <th data-bbox="1612 435 1759 516">Certified</th> <th data-bbox="1759 435 1892 516">Type</th> <th data-bbox="1892 435 2026 516">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 516 1010 1040">Certified Teachers - Afterschool Tutorial K-5 (January - April) Provide extended learning opportunities to K-5 students outside the regular classroom day. Instructional focus will be oral language, phonics, vocabulary, fluency and comprehension for primary grades. In addition, we aim to strengthen foundational reading and math skills in the intermediate grades, as well as ensure students receive grade-level appropriate, differentiated standards-based instruction.</td> <td data-bbox="1010 516 1157 1040">12</td> <td data-bbox="1157 516 1276 1040">\$37.00</td> <td data-bbox="1276 516 1377 1040">2</td> <td data-bbox="1377 516 1488 1040">1.5</td> <td data-bbox="1488 516 1612 1040">10</td> <td data-bbox="1612 516 1759 1040">Certified</td> <td data-bbox="1759 516 1892 1040">Original</td> <td data-bbox="1892 516 2026 1040">\$13,320.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Teachers - Afterschool Tutorial K-5 (January - April) Provide extended learning opportunities to K-5 students outside the regular classroom day. Instructional focus will be oral language, phonics, vocabulary, fluency and comprehension for primary grades. In addition, we aim to strengthen foundational reading and math skills in the intermediate grades, as well as ensure students receive grade-level appropriate, differentiated standards-based instruction.	12	\$37.00	2	1.5	10	Certified	Original	\$13,320.00								
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Resource Teacher	Science Resource Teacher to provide push-in science instructional support, as well as individualized student intervention, in grades 3-5 through small group and targeted instruction, lowest 25%, and specific 5th grade students.																										

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Resource Teacher	Reading Resource Teacher to provide push-in and pull out reading interventions, in grades K -5 through small group targeted instruction for ELL, ESE, lowest 25%, retained 3rd graders, and other students with reading deficiencies.																																								
Charter bus	<table border="1"> <thead> <tr> <th data-bbox="430 391 1461 467">Item</th> <th data-bbox="1461 391 1610 467">Quantity</th> <th data-bbox="1610 391 1772 467">Rate</th> <th data-bbox="1772 391 1902 467">Type</th> <th colspan="2" data-bbox="1902 391 2026 467">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 467 1461 623">5th Grade College Trip - 2 Charter Buses each day (Two days in December)- to Lynn University. College tours support our mission to close the achievement gap by preparing students for post secondary success.</td> <td data-bbox="1461 467 1610 623">1</td> <td data-bbox="1610 467 1772 623">\$2,700.00</td> <td data-bbox="1772 467 1902 623">Original</td> <td colspan="2" data-bbox="1902 467 2026 623">\$2,700.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total		5th Grade College Trip - 2 Charter Buses each day (Two days in December)- to Lynn University. College tours support our mission to close the achievement gap by preparing students for post secondary success.	1	\$2,700.00	Original	\$2,700.00																								
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Resource Teacher	Math Resource Teacher will provide push-in math instructional support, as well as individualized student intervention, in grades K-5 through small group and targeted instruction for ESE students, lowest 25%, and retained third (3rd) graders.																																								
Resource Teacher	Resource Teacher will specialize in teaching Science, Technology, Engineering, and Math (STEM) topics in lab. Teacher will provide instruction on related topics, such as robotics and coding. They also will help foster critical thinking skills and problem-solving abilities of their students. The goal of a STEM teacher is to help create an environment that encourages creativity, collaboration, and innovation among students.																																								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 1045 1108 1122">Item</th> <th data-bbox="1108 1045 1255 1122">Quantity</th> <th data-bbox="1255 1045 1402 1122">Rate</th> <th data-bbox="1402 1045 1690 1122">Supply Type</th> <th data-bbox="1690 1045 1902 1122">Type</th> <th colspan="2" data-bbox="1902 1045 2026 1122">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1122 1108 1198">Color copy paper</td> <td data-bbox="1108 1122 1255 1198">50</td> <td data-bbox="1255 1122 1402 1198">\$44.61</td> <td data-bbox="1402 1122 1690 1198">General Supplies</td> <td data-bbox="1690 1122 1902 1198">Original</td> <td colspan="2" data-bbox="1902 1122 2026 1198">\$2,230.50</td> </tr> <tr> <td data-bbox="430 1198 1108 1274">Sound Card Wall Set (key ring word cards)</td> <td data-bbox="1108 1198 1255 1274">14</td> <td data-bbox="1255 1198 1402 1274">\$29.99</td> <td data-bbox="1402 1198 1690 1274">Manipulatives</td> <td data-bbox="1690 1198 1902 1274">Original</td> <td colspan="2" data-bbox="1902 1198 2026 1274">\$419.86</td> </tr> <tr> <td data-bbox="430 1274 1108 1351">Shipping</td> <td data-bbox="1108 1274 1255 1351">1</td> <td data-bbox="1255 1274 1402 1351">\$37.50</td> <td data-bbox="1402 1274 1690 1351">General Supplies</td> <td data-bbox="1690 1274 1902 1351">Original</td> <td colspan="2" data-bbox="1902 1274 2026 1351">\$37.50</td> </tr> <tr> <td data-bbox="430 1351 1108 1455">iReady Magnetic Learning Student Book - Grades 3,4, and 5</td> <td data-bbox="1108 1351 1255 1455">365</td> <td data-bbox="1255 1351 1402 1455">\$15.00</td> <td data-bbox="1402 1351 1690 1455">Instructional Materials</td> <td data-bbox="1690 1351 1902 1455">Original</td> <td colspan="2" data-bbox="1902 1351 2026 1455">\$5,475.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total		Color copy paper	50	\$44.61	General Supplies	Original	\$2,230.50		Sound Card Wall Set (key ring word cards)	14	\$29.99	Manipulatives	Original	\$419.86		Shipping	1	\$37.50	General Supplies	Original	\$37.50		iReady Magnetic Learning Student Book - Grades 3,4, and 5	365	\$15.00	Instructional Materials	Original	\$5,475.00	
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$577.25	General Supplies	Original	-\$577.25
	BT 492671- Allocated funds to increase items already listed	1	\$40.00	General Supplies	Budget Transfer	\$40.00

Action Step: Parent and Family Engagement

Engage parents and the community in supporting student success through deliberate parent trainings and community engagement.

Budget Total: \$6,212.14

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	SMORE Subscription Newsletter Site: Platform to create and share newsletters to parents. Tracks use and allows schools to share relevant information (links) to increase student engagement for parent engagement communication.	1	\$1,050.00	Original	\$1,050.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$32.16	General Supplies	Original	\$32.16

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Ink (3 Pack: Colors)- Reports for Parent Conferences	2	\$57.89	Technology	Original	\$115.78
	Super Big Post It Note Pad	7	\$10.89	General Supplies	Original	\$76.23
	Bins for Parent Nights (6qt, 15qt, 32qt, 66qt) 6	1	\$507.28	Program Supplies	Original	\$507.28
	Dry Erase Markers (pack of 36)	20	\$51.94	General Supplies	Original	\$1,038.8
	Easle Pad Flip Chart Markers	10	\$8.59	General Supplies	Original	\$85.90
	Post-it Super Sticky Easel Pad 25"x30"	10	\$49.99	General Supplies	Original	\$499.90
	Presharpened Pencils (Box of 144)	6	\$11.68	General Supplies	Original	\$70.08
	Ink XL Color - Black - Reports for Parent Conferences	2	\$78.49	Technology	Original	\$156.98
	PENCILS TICONDEROGA NEON SET OF 18	14	\$7.06	General Supplies	Original	\$98.84
	Family Engagement Night Kit Supporting Literacy, Mathematics, STEAM	6	\$399.99	Instructional Materials	Original	\$2,399.9
	CRAYOLA 16CT CRAYONS Kindergarten Round-up	75	\$1.07	Program Supplies	Original	\$80.25

Action Step: Professional Development

Develop the capacity of teachers to collect, organize, and analyze data, develop appropriate instructional responses, build a learning community that sets high expectations, accommodate diverse learners, promote collaboration, and support students' social/emotional needs.

Budget Total: \$189,199.00

Acct Description	Description																											
Coach	Math Coach to build capacity of K-5 teachers through observation, feedback, and coaching modeling of instruction and planning (including instructional practices) with teachers based upon student achievement data, researches and provides pedagogical best practices and strategies for teachers that best support student learning.																											
Single School Culture Coordinator	Single School Culture Coordinator to coordinate and lead PLCs, lead school based team, deliver PD to staff, analyze student assessment data to determine school PD needs and plans, build capacity of teachers through observing and coaching teachers, as well as modeling instruction.																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="449 565 984 639">Item</th> <th data-bbox="984 565 1129 639">Quantity</th> <th data-bbox="1129 565 1253 639">Rate</th> <th data-bbox="1253 565 1352 639">Days</th> <th data-bbox="1352 565 1465 639">Hours</th> <th data-bbox="1465 565 1589 639">Weeks</th> <th data-bbox="1589 565 1736 639">Certified</th> <th data-bbox="1736 565 1896 639">Type</th> <th data-bbox="1896 565 2024 639">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 639 984 834">K-5 Teachers will plan instructional strategies, gather resources and analyze data to address the diverse needs of students. (September - April)</td> <td data-bbox="984 639 1129 834">40</td> <td data-bbox="1129 639 1253 834">\$25.00</td> <td data-bbox="1253 639 1352 834">1</td> <td data-bbox="1352 639 1465 834">4</td> <td data-bbox="1465 639 1589 834">1</td> <td data-bbox="1589 639 1736 834">Certified</td> <td data-bbox="1736 639 1896 834">Original</td> <td data-bbox="1896 639 2024 834">\$4,000.00</td> </tr> <tr> <td data-bbox="449 834 984 1003">BT 492671- Reduced 84hrs of collaborative planning to add Write Score</td> <td data-bbox="984 834 1129 1003">1</td> <td data-bbox="1129 834 1253 1003">\$25.00</td> <td data-bbox="1253 834 1352 1003">1</td> <td data-bbox="1352 834 1465 1003">-84</td> <td data-bbox="1465 834 1589 1003">1</td> <td data-bbox="1589 834 1736 1003">Certified</td> <td data-bbox="1736 834 1896 1003">Budget Transfer</td> <td data-bbox="1896 834 2024 1003">-\$2,100.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K-5 Teachers will plan instructional strategies, gather resources and analyze data to address the diverse needs of students. (September - April)	40	\$25.00	1	4	1	Certified	Original	\$4,000.00	BT 492671- Reduced 84hrs of collaborative planning to add Write Score	1	\$25.00	1	-84	1	Certified	Budget Transfer	-\$2,100.00
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Coach	Science Coach will build capacity of K-5 teachers through observation, feedback, and coaching modeling of instruction and planning (including instructional practices) with teachers based upon student achievement data, researches and provides pedagogical best practices and strategies for teachers that best support student learning.																											

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Kimberly Jules	Principal
Erin Walsh	Assistant Principal
Niska DiMauro	SSCC
Samiah Hilo	Teacher
Joy Barnes	Math Coach
Robert Real	Science Coach
Lauren Battista	Learning Team Facilitator & School Based Team Leader
Nadia Vidal	ESE Contact
Kathy Somoza	ESOL Coordinator
Faith Racow	Reading Resource/Reading Recovery Teacher
Chandra McKinney	Parent
Maria Campos	Parent
Sonia Ticas	Parent
Kaley Harmount	BHP
Zenia Braham	CLF

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Starlight Cove involves stakeholders in an organized, ongoing, and timely manner, ensuring there is representation from all groups, in the planning, development, review, implementation, and improvement of the Title I Schoolwide Plan. 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 the following: * Title I Annual Meeting, (10/8/24), open invitation to all stakeholders, to discuss how Title I funds are allocated, the decision making process on how the funds are to be spent based on input from stakeholders, and detail the resources available to our students and families. * Comprehensive Needs Assessment Input Meetings, held in the spring with open invitations to each stakeholder group. * Monthly SAC meetings -- discussion of SWP, Title I Funds, upcoming events that pertain to student achievement and parent involvement, and capacity building opportunities.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Joint development is in the form of continuous feedback via input in conducting our comprehensive needs assessment; identifying and committing to specific goals and strategies that address those needs; and feedback from Title I Annual Meeting, CNA input meetings, SAC meetings and surveys to create a comprehensive plan. This strategy results in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to our unique needs. All stakeholders were invited to attend our CNA Input Meeting in February 2024. During this meeting, the previous years' PFEP, School-Home Compact, SIP Goals etc. were reviewed, discussed and time allotted for questions and input. In addition, all stakeholders will be invited to our August 2024 SAC Meeting where all of these items will be back on the agenda for review, discussion and input before finalization.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Title I budget number amounts are shared at the Title I annual meeting. During the CNA process in February 2024, all stakeholders were provided with a breakdown of how funds were currently being used, where the data stood and then stakeholders provided input as to how FY25 funds might be spent in all areas but with specific focus on parent and family engagement. Data driven recommendations included: * Parent trainings around Benchmark Advance demonstrating phonics and comprehension with text. * Monthly newsletters highlighting what students are learning and what parents can do at home to support. * Use of agendas/planners to increase home/school communication. * Conduct informational workshops and activities for parents to have hands-on experiences with science concepts, including a STEM parent night * Continue to ensure translators are available at all family events * Ensure that teachers are equipped with strategies to interact and collaborate with parents. * Train teachers to effectively share student data with parents.

Name	Title
Erin Walsh	Assistant Principal
Kimberly Jules	Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Tuesday, October 8, 2024, 6:30 p.m. in the Starlight Cove Media Center

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Flyers will be sent out via backpacks. It will also be posted on the marquee. A call-out will be done. Stickers will be put on students when they go home the day of the meeting to remind parents.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Starlight Cove will take the following steps to conduct an annual meeting designed to inform stakeholders of the Title I program, requirements, and rights of parents: * Invitation for attendance sent home via backpacks and posted on marquee. ParentLink call out and stickers on students the day of event. * Set agenda and prepare sign-in sheets * Hold meeting led by Assistant Principal to discuss Title I program and specific school-related information as well as the FY 25 PFEP and School-Home Compact.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Making Math a Family Affair

- What specific strategy, skill or program will staff learn to implement with families?

Faculty will build their capacity with the three levels of understanding of mathematical problem solving skills: concrete, representational, and abstract and which strategies, manipulatives, and tools best support each type. They will learn to build real-world experiences, interactive activities and games to implement with families who will, in turn, use them with their children.

- What is the expected impact of this training on family engagement?

By utilizing the materials presented and created at the training with parents, we anticipate that parents would be better able to provide at home learning support to ensure increased academic success of their children. This will empower parents in becoming an active partner in their child's education.

- What will teachers submit as evidence of implementation?

Evidence of implementation will include sign-in sheet, agenda, presentation, sample activities/games, photos of use with families.

- Month of Training

September 2024

- Responsible Person(s)

Erin Walsh and Joy Barnes

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Presenting Understanding and Actionable Data to Parents

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn to access readily available resources in multiple languages in a range of platforms including iReady, Benchmark, Renaissance, and Florida Reporting System (FRS) to be equipped to share student data with parents in a way that they can understand and support their children at home. Specifically, teachers will learn to talk about what the data means and how families can help their children succeed.

- What is the expected impact of this training on family engagement?

The expected impact is that teachers will have data driven conversations and conferences with parents that build parents' capacity to work on specific skills with their children. If parents feel that their support can make a difference and the parent and teacher can measure student academic growth, we anticipate an increase in family engagement. It will allow parents to set educational goals for their children, addressing the specific needs and aspirations of the individual child. This collaboration between teacher, parent, and child fosters a shared responsibility for educational outcomes. It will give parents a sense of ownership and deeper involvement in their child's education. When parents and educators work together to set goals, it bridges home and school learning and reinforces the student's path to success.

- What will teachers submit as evidence of implementation?

As evidence of implementation teachers will submit one of the following: 1) conference notes showing that data was shared/discussed or 2) sample parent/family data that was provided with evidence of distribution

- Month of Training

January 2025

- Responsible Person(s)

Erin Walsh, Niska DiMauro, Lauren Battista, Robert Real, and Joy Barnes

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Making Math a Family Affair

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/Guardians will learn strategies, outlined in the Florida B.E.S.T. standards to help students practice skills in increase fluency in addition, subtraction, multiplication, and division, specific to their child's grade level expectations.

- Describe the interactive hands-on component of the training.

Parents/Guardians will use manipulatives and tools which will introduce them to the three levels of understanding when it comes to problem-solving:
1) concrete 2) representational 3) abstract

- What is the expected impact of this training on student achievement?

Through the use of interactive activities and games, students will be able to apply one or more of the four operations to real-world experiences, increasing their fluency of basic math facts which will support overall math achievement.

- Date of Training

September 24, 2024

- Responsible Person(s)

Erin Walsh and Joy Barnes

- Resources and Materials

Family Engagement Night Kits Supporting Math and STEM Bins

- Amount (e.g. \$10.00)

2450.22 = \$2399.94 (6 kits at \$399.99 each) + \$507.28 (bins)

3. Parent and Family Capacity Building Training #2

- Name of Training

Collaborative Goal Setting

- What specific strategy, skill or program will parents learn to implement with their children at home?

Teachers will present current progress monitoring data to parents in a workshop setting to allow parents to practice reading and analyzing reports and ask questions in a supportive environment to demystify the data and make it more accessible. This will equip the parents with the skills to understand and use the data to set goals for their children.

- Describe the interactive hands-on component of the training.

Parents will have their individual student data and teachers will guide them through goal setting based on what their child needs. By using simple language, explaining terms, and making use of clear visuals like charts and graphs, presenters will make the data more understandable and less intimidating.

- What is the expected impact of this training on student achievement?

If parents are using student's individual data to set educational goals for their children, addressing the specific needs and aspirations of their child, a shared responsibility for educational outcomes is fostered. It will give parents a sense of ownership and deeper involvement in their child's education. When parents and educators work together to set goals, it bridges home and school learning strategies and reinforces the student's path to success. As parents build their capacity around understanding achievement data and setting goals based on data, we would anticipate a positive impact on student academic achievement overall.

- Date of Training

January 28, 2025

- Responsible Person(s)

Erin Walsh, Niska DiMauro, Lauren Battista, Joy Barnes, and teachers

- Resources and Materials

Ink for reports (color and black) Easel Pad Flip Chart Markers Post It Super Sticky Easel Pads

- Amount (e.g. \$10.00)

\$858.56

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Family STEM Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Teachers will hold workshop-style sessions with activities for parents and students to have hands-on, real-world, structured experiences with math and science concepts so they can support student achievement at home.

- **Describe the interactive hands-on component of the training.**

Students and their families will engage in hands-on activities grounded in Science and Math standards.

- **What is the expected impact of this training on student achievement?**

Parents will learn activities that they can do with their children at home. Families will be sent home with math and science activities that they can work on together. As our students continue to build their science knowledge base, the school science achievement will increase.

- **Date of Training**

March 18, 2025

- **Responsible Person(s)**

Erin Walsh, Robert Real

- **Resources and Materials**

TBD

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Education Department

- Describe how agency/organization supports families.

This federally funded program serves to meet the language and academic needs of our diverse student population of English Language Learners (ELLs) who represent 53% of our total student population. They coordinate parent engagement opportunities to increase parental involvement and support families with registration through the Welcome Center. Additionally, translation and interpretation services are available to provide comprehensible input for students and families.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample emails from the Multicultural department, Welcome Center information, translation/interpretation requests if applicable, dictionary distribution records, etc.

- Frequency

Once per Trimester

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

The ESE Department provides, supports, and monitors services for Students with Disabilities (SWD) and Section 504 of the Americans with Disabilities Act (ADA/504). The mission of the ESE Department is to ensure students with disabilities receive appropriate educational services leading to increased student achievement and successful post-school outcomes. Parent engagement is crucial every step of the way -- procedural safeguards, consent, attendance at all meetings, education and advocacy, and more.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample parent communication, conference notes, email, and sample procedural safeguards, etc.

- Frequency

Once per Trimester

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

SDPBC Safe Schools Positive Behavior Supports (PBS)

- Describe how agency/organization supports families.

PBS is an evidenced-based, 3-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. By establishing clear expectations for all, we ensure that students can reach their greatest potential each day. When parents know what is expected of their children, they are best able to set them up for success in school each day. By constantly and consistently linking behavior to universal guidelines, parents can support their children in meeting schoolwide expectations.

- Based on the description list the documentation you will provide to showcase this partnership.

Back to school presentation for faculty & staff that will include our universal guidelines and schoolwide expectations.

- Frequency

Once per year

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We utilize a variety of methods to keep parents and stakeholders informed about all of our Title I Programs. These include backpack flyers, call-outs via ParentLink, our Title I Annual Meeting, our three Parent Trainings and SAC Meetings held regularly, 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 and scheduled Title I Meetings. We will also be sending regular newsletters using our Smore program to communicate in a format and language parents can understand about our Title I Programs such as tutoring and parent/family trainings.

- List evidence that you will upload based on your description.

Copy of flyer, agendas, minutes, ParentLink reports, handouts from trainings, and translated documents.

- Description

Open house/curriculum night presentation PowerPoint Slides will be tailored to individual grade levels sharing such things as grade level goals per content area, expectations.

- List evidence that you will upload based on your description.

Copy of flyer, google slides, and sign in sheets.

- Description

Information about academic assessments is included in our Curriculum Night presentations. Additionally, parent information letters are sent home for each progress monitoring period with information about the State assessments including testing schedule and links to the DOE with information on test design, sample items, sample test materials and information about the FAST program. Additionally, within seven days of taking the test, student test results are shared with parents.

- List evidence that you will upload based on your description.

Copy of relevant google slides from Curriculum Night presentations, sample parent letters, and sample test results shared with parents.

- Description

Open invitations are sent before every SAC Meeting, Parent Nights, our CNA Input/Stakeholder Meetings and our Title I Annual Meeting. Staff Training emphasizes teachers taking the time to establish rapport with parents and invite them to be active partners in their child's education.

- List evidence that you will upload based on your description.

Copy of flyer, agendas, minutes, ParentLink reports

- Description

SAC Meetings are scheduled for the first Tuesday of each month at the same time so parents can plan for them. All additional meetings and events are advertised in advance to allow parents to plan for attendance. Parent conference times, SBT, ESOL, and ESE meetings are offered at flexible times to accommodate parent schedules.

- List evidence that you will upload based on your description.

Copy of flyer, agendas, minutes, ParentLink reports, and meeting schedules/times.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

Communications are in all 3 of our major languages (English, Spanish and Creole). Community Language Facilitators (CLF's) are present at all SAC and scheduled Title I Meetings, parent-teacher conferences, parent trainings, and IEP/LEP meetings as needed.

- **List evidence that you will upload based on your description.**

1) Agendas in all languages, sign-ins, and ParentLink reports indicating breakdown of language calls. 2) Translated documents such as compacts, PFEP summaries, invitations, letters 3) Parent-teacher conference or meeting notes where CLF provided translation and/or Photos from SAC meetings with families using our translation headsets.

- **Description**

ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings, if necessary, scheduling of home visits if needed. All meetings are held on the first floor. We have a wheelchair available in our clinic to use upon request. We have multiple dedicated Handicapped Parking Spaces near our front door. We have audio enhancement mics and headphones for use. Other needs are addressed on an as-needed basis.

- **List evidence that you will upload based on your description.**

1) Photos of disabled parking spaces and/or ramps. 2) Photos of interpreters for hearing interpreters for meetings if requested/needed. 3) Photos of audio enhancement mics and headphones in use during parent meetings when needed (or photos of rooms where audio enhancement is available for parent trainings/meetings).

- **Description**

Our ESOL Guidance Counselor works closely with our district's Migrant Contact to keep updated on any students identified at Migrant. She reaches out to those families and provides support where and when needed. Community Language Facilitators (CLF's) are present at all SAC and scheduled Title I Meetings. Home visits as needed. We share information about available services through Migrant Education Program in addition to the distribution of uniforms, school supplies, etc. to help families. Referrals made to Migrant Department if necessary.

- **List evidence that you will upload based on your description.**

Agendas in all languages, sign-ins, and ParentLink reports indicating breakdown of language calls. Where applicable, home visit notes, school staff referrals to Migrant Department, meeting notes, translated letters, CLF/sign language facilitator timesheets kept on file if used.

- **Description**

Support is provided by our Guidance Counselors and the McKinney Vinto Program if needed. Once the concern is identified, students and families are brought to our Counseling "Care Team" where they link families to agencies to support their needs. Parents are offered free school clothes from our uniform closet and backpacks from our community business partner, Costco. Information about available outside services, if needed.

- **List evidence that you will upload based on your description.**

Clothes closet sign out lists. Counselor notes. Student Housing Questionnaire (SHQ) form (2479) if used, copies of emails seeking support for families, flyers, distribution logs for donated uniforms and school supplies as needed.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. **Activity #1**

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Our school understands that building students' non-academic skills ultimately supports their academic growth. We fully implement a School-wide Positive Behavior Program in which all staff implement CHAMPs expectations throughout the entire campus. Champs defines what the expectations are for each activity. What is the CONVERSATION level? How do I ask for HELP? What is the ACTIVITY? Is there MOVEMENT allowed? and what does PARTICIPATION look like? Throughout the school we teach the students the expectations for S.T.A.R. behavior: being Safe, Team Players, Achievers and Respectful. Our School Counselors implement the Character Now Program in which students are taught state Character Education standards through the themes of showing empathy and kindness, being responsible, having a growth mindset, demonstrating trustworthiness, demonstrating respect, and being a good citizen. Every classroom holds a Morning Meeting. Morning meeting is an engaging way to start each day and an easy way to build a strong classroom community. Teachers and students start the day with an organized activity that may consist of a message, greeting, reading, sharing, and/or an activity which helps students transition from home to school. All students partake in earning points through the SIS Positive Behavior Awards point system. This is an online program which allows teachers to track behavior and compliance in real time via computers, smartphones and tablets. All faculty and staff campus-wide may award points to students through SIS. Students earn points in the areas of Citizenship, Empathy, Growth Mindset, Kindness, Respect, Responsibility, and Trustworthiness. Points can be used to purchase privileges and rewards in the Star School Store. We provide daily recess and participate in the American Heart Association's "Jump Rope for Heart". Starlight Cove Elementary offers an after school School Age Child Care and a 21st CCLC Program to assist families and students with needs after school. Finally, we have a partnership with Santaluces High School in which high school seniors spend a minimum of an hour a week volunteering and mentoring our students through the Latinos In Action program. This program pairs Latino high school students with our children as mentors and tutors.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

A Multi-Tiered System of Supports (MTSS) is a framework or evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. One key facet of an MTSS framework is a School Based Team (SBT) or Problem Solving Team. Our SBT is comprised of a multidisciplinary group of professionals who meet regularly to develop plans of action for struggling students. Here at Starlight Cove, this includes administrators, guidance counselors, the Behavioral Health Professional, teachers, instructional coaches, the learning team facilitator, parents, ESE and ESOL Coordinators and our school psychologist. When appropriate, additional support team members may attend such as speech and language pathologists, truancy coaches, members of the fine arts team, or instructional coaches. The Team's primary responsibility is to remove academic, behavioral, and social-emotional barriers to learning. During these meetings, we use a formal problem solving process, guided by our district's decision tree, analyze student referrals and baseline data; identify student strengths and areas in need of improvement; develop intervention plans, monitor student progress toward expected goals; collaborate with community agencies when necessary and communicate regularly with parents about their child's progress. The School Based Leadership Team (SBT) meets, at a minimum, on a weekly basis, to review and discuss universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic (or behavioral) targets. An intervention plan is developed (PBCSD Form 2284) which identifies a students' specific areas of deficiencies and appropriate research-based intervention to address these deficiencies. The identified students are offered supplemental interventions and monitored over time. Those who continue to struggle making adequate progress are referred to the problem solving team or SBT for supplemental support, which will include small groups, with explicit instruction in an I do, We do, You do format with an approved research based program or strategy for reading. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. Students not responding to supplemental interventions, are recommended to intensive interventions. This is an explicit, one-to-one or small group setting. Sessions may target a specific area such as phonological awareness or comprehension in Reading, for example. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at future meetings. Data is typically tracked using Easy CBM software. Results are charted and reported back to the SBT to allow the team to quickly determine if an intervention is successful or not.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

The first step in a student's well-rounded education takes place at our pre-school meetings where teachers are provided with their student's academic data. There, they are able to get an idea about where a student is coming from. Teachers are then able to plan and prepare differentiated lessons to meet the needs of all their students. Updated data is shared with teachers at PLC Meetings where teams discuss what is successful and what needs to be tweaked. Students participate in core classes (English Language Arts, Mathematics, Social Studies, and Science) that are supplemented with daily Skills for Learning & Life lessons delivered through Morning Meeting and a 30 minute period of fine arts instruction, including Art, PE, Music, Guidance, Media, Technology, and Hands On Science Lab. Our PE Teachers implement the SPARK Curriculum which includes curricula and instruction for students in Pre-K through grade 5 that address a variety of topics such as healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention. In addition, our Fine Arts Team will often co-plan multidisciplinary lessons together. For example, during Hispanic Heritage Month, our Art teacher will work on traditional Hispanic art with students while our Music teacher shares traditional Hispanic music with them. We are an AVID (Advancement Via Individual Determination) School, going into our 7th year. Specific focus is on Grades 3,4, and 5 students. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Our school displays a multitude of pennants from various colleges and universities so students are reminded every day of the possibility of higher-education. We are a School District of Palm Beach County STEM Choice Program School! STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21st-century skills. These include media and technology literacy, productivity, social skills, communication, flexibility and initiative. Other skills attained through STEM education include problem solving, critical thinking, creativity, curiosity, decision making, leadership, entrepreneurship, acceptance of failure and more. Regardless of the future career path eventually considered and pursued by these children, these skill sets go a long way to preparing them to be well-rounded members of society.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

School-wide, we are committed to building college and career awareness through displays of College and University pennants hung throughout the school. Additionally, college and career awareness events through AVID program in the form of career day/week, speakers, College/University campus visits and Dress for Success Day. We are an AVID (Advancement Via Individual Determination) School and in year 8 of implementation. Specific focus is on Grades 3,4,5 students. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID teaches skills and behaviors for academic success, Provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Through AVID, all intermediate level students learn how to take Cornell Notes, participate in Socratic discussion, and keep an organized binder. As a result, many visiting students have returned to our school to share how well they were prepared for middle school by learning how to be organized, take notes and to intelligently participate in discussions with others. Finally, each year Starlight Cove organizes Career Day to introduce our students to job opportunities that they might never have considered. For example, some FY24 Career Day Presenters included: a Teaching Artist from the Norton Museum; a Fire Safety Specialist; a College Professor and Author; a local Librarian; a Taekwondo Master; a Delta Airlines Aviation Maintenance Technician; a Toy Company owner; and a Banker, to name a few. Students are able to interact with the professionals to ask questions and learn about the careers so they are thinking about their opportunities beyond secondary school.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Starlight Cove offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. We currently offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to 2 ESE Pre-K classrooms. 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 FAST 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. Whenever possible, we try to introduce the parent(s) 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. We also hold a special Kindergarten Orientation (Kindergarten Round Up) typically in April or May of each school year. Parents and students are given a picture tour of our campus and envision "a day in the life" of a KG student, including going through the cafeteria. Parents also receive calendars, tip sheets, and literacy and math resource kits for their child. A staggered-start is traditionally used at the beginning of each school year for Kindergarten students to appropriately adjust to school.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our new teachers take part 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 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. Every teacher new to our school is assigned a Buddy and every new educator, a Mentor. 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. Our teachers continue to receive training for the ELA series Benchmark Advance and its many components as well as in depth training around the BEST Standards. As with any new program or set of standards, continued professional development around these topics allows for greater depth of knowledge and building of expertise. Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning, unpacking of standards, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as the Single School Culture Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Our Marzano Liaison provides support around the Palm Beach Focus Model of Instruction and the iObservation Tool as well as supports teachers in developing and monitoring their professional growth plans. Ongoing professional development is also provided by administration through regular observations, conferences, and written and oral feedback.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, and word of mouth. Additionally, we have a strong commitment to preparing and thus recruiting future educators in the district's professional development department which places pre-service and intern teachers. We also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. In addition to providing support to new teachers via our Educator Support Program, we pair all of our new teachers to our school with a Mentor or Buddy to help ease their transition. This provides support and encouragement to new teachers at our school. It pairs them with someone to go to when they have questions about their instruction or just someone to provide support. Regarding retention, our school's administration strives to retain highly qualified and effective educators by providing them with encouraging notes, free "Taco Day" and a free "Smoothie Day" in addition to providing donuts and other treats to staff during FAST Testing. Time is built in to schedules to allow for teachers to meet with their teams for collaborative planning beyond their PLC time. Teachers are offered the opportunity to earn part-time pay for tutorials. We also have a Hospitality Committee and Recognition Committee that recognize and reward staff milestones and provide end of the year Award Certificates to teachers. This year, we are continuing to hold monthly staff treats where staff are invited to enjoy bonding activities such as pumpkin decorating in October, "Make your own ornament" in November and "Guess the baby picture" in February as just a few examples. As a school that stresses the emotional and social development for all of our students, we extend this to our staff as we understand that these skills and strategies allow for school communities to cultivate safe and positive school climates, develop healthy relationships with peers and staff, and create a nurturing learning environment for all. Finally, we have a "Living Room" on campus which is a rest and relaxation room for the adults where they can retreat to during the day for a tea or coffee, enjoy relaxing music, do a puzzle, read a book, or just sit in the comfortable furniture. The space was designed to be a home away from home and unlike any other space on campus so faculty and staff can truly "get away" for a few minutes when needed. This adds to the positive school climate at Starlight.