
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 FAST PM2, only 33% of our students are on track for proficiency while our ELLs lag behind at 17% and our SWD at 19%

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

21% of our students have 15 or more absences; 34% have 11 or more absences. High absentee rates are impacting student learning. Teachers do not have an in-depth understanding of the BEST standards and how to develop standards based lessons that reach the full extent of the standard. Classroom engagement strategies are under-utilized across content areas, particularly student to student discourse. Teachers need additional support in providing differentiated instruction and interventions for ELLs and SWDs. Parents need strategies and resources to better support their children at home with Reading. Many students are lacking foundational skills to allow them to reach grade level reading expectations.

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. 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, and others. During PLCs, focus on setting high expectations and accommodations for diverse learners. Provide opportunities to observe best practices of high performing teachers or receive modeling by instructional coaches. In order to address student attendance and emotional needs, create positive classroom cultures through school wide social emotional activities and consider the use of a social services liaison hired to assist with social emotional needs of students and families. Provide parent trainings and explore other options to address strategies and resources to support children reading at home. Provide interventions and differentiated instruction to fill in the gaps and strengthen foundational skills for those students reading below grade level. Provide tutorial opportunities to address deficiencies.

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

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**

Add parent training to specifically address the needs of ELL and SWD parents. Secure materials for students to take home with them as a tool they and their parents can use to continue the learning started in the classroom.

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

- **School**

Ensure teachers are sharing the School Home compact with parents during parent conferences.

- **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**

Provide training so 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 PTA and SAC 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 Fast PM2, in grades 3-5, overall 10% are meeting grade level standards (level 3+); ELLs are at 5%. Our SWDs outperformed all at 11%. Winter iReady Math Diagnostic showed that schoolwide, only 18% of our students are proficient.

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

A root cause that we face is an in-depth understanding of the standards and how to develop standards based lessons. Classroom engagement strategies are under-utilized across content areas. Additional support needed for differentiation and interventions for ELLs Students have limited mastery of foundational math skills. Parents lack the strategies and resources to support their children at home with math skills.

3. Share possible solutions that address the root causes.

Professional development on the BEST Standards. Professional development on differentiation and ESOL strategies in the mathematics classroom. Supporting teachers in empowering parents to help their children build foundational math skills at home. 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. Explore ways to increase parent engagement around math both during afterschool events and with their children at home. Provide interventions, differentiated instruction, and/or tutorial opportunities to help students master the foundational math skills needed to reach grade level expectations.

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.

- **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. 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 PTA and SAC meetings on the same 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: 26.4% proficient schoolwide; ELLs 15.8 and SWD 20%

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

Teachers do not have an in-depth understanding of the standards and how to develop standards-based lessons. Teachers need additional support in providing differentiation and intervention for ELLs and SWD. Many students struggle with foundational science skills and content vocabulary. Parents lack the strategies and resources to support their children with Science at home.

3. Share possible solutions that address the root causes.

Grade 5 students have difficulty mastering Grade 3 and 4 standards (Fair Game), so we need to focus on improving school-wide Science instruction. Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. Provide opportunities for students and parents to practice real-world Science skills. Explore ways to increase family engagement with supporting students after school with resources and strategies.

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

- Students

n/a

- Parents

attend STEM night

- 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 PTA and SAC 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: \$196,982.54

| Acct Description | Description |
|------------------|---|
| 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. |

| Acct Description | Description | | | | | |
|------------------|--|-----------------|-------------|-------------------------|-------------|--------------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | 3 Prong Folder for Writing | 500 | \$1.69 | General Supplies | Original | \$845.00 |
| | Barometer | 1 | \$10.59 | Manipulatives | Original | \$10.59 |
| | Benchmark Decodables | 1 | \$1,470.00 | Instructional Materials | Original | \$1,470.00 |
| | Plastic Cups Tall | 1 | \$26.89 | Manipulatives | Original | \$26.89 |
| | Spire Level 2 Kit | 1 | \$384.29 | Instructional Materials | Original | \$384.29 |
| | Sticky Notes | 5 | \$14.99 | General Supplies | Original | \$74.95 |
| | QuietShape® Foam Double-Sided Magnetic Two-Color Counters | 15 | \$14.95 | Manipulatives | Original | \$224.25 |
| | 4th Grade Math Skills and Strategies® Skills & Strategies to Master the B.E.S.T. (Set of 25) | 1 | \$499.00 | Instructional Materials | Original | \$499.00 |
| | Balloons | 6 | \$5.49 | Manipulatives | Original | \$32.94 |
| | Magnetic Double Sided Dry Erase Boards (set of 12) | 3 | \$77.27 | General Supplies | Original | \$231.81 |
| | Jumbo Pencils | 1 | \$15.31 | General Supplies | Original | \$15.31 |
| | Lima Beans | 1 | \$14.99 | Manipulatives | Original | \$14.99 |
| | Shipping: iReady | 1 | \$487.25 | General Supplies | Original | \$487.25 |
| | Colored Copy Paper (Per Ream) | 30 | \$9.99 | General Supplies | Original | \$299.70 |

| Acct Description | Description | | | | | |
|------------------|--|----------|----------|-------------------------|----------|------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | Highlighter Tape | 5 | \$6.99 | General Supplies | Original | \$34.95 |
| | Easel Pad Flip Chart Markers | 24 | \$8.49 | General Supplies | Original | \$203.76 |
| | I-Ready Learning Magentic Reading Student Gr. 5 | 100 | \$15.00 | Instructional Materials | Original | \$1,500.00 |
| | Spire Workbooks Level 3 | 20 | \$24.09 | Instructional Materials | Original | \$481.80 |
| | Spire Level 3 | 1 | \$384.29 | Instructional Materials | Original | \$384.29 |
| | Magnetic Letter Kit | 5 | \$49.99 | Manipulatives | Original | \$249.95 |
| | Brother LC401 Black Ink | 5 | \$30.48 | Technology | Original | \$152.40 |
| | Velcro | 1 | \$11.15 | General Supplies | Original | \$11.15 |
| | Spiral Notebooks (pack of 6) for Reading Notebook | 85 | \$14.99 | General Supplies | Original | \$1,274.15 |
| | Spire Workbooks Level 1 | 30 | \$24.09 | Instructional Materials | Original | \$722.70 |
| | 3rd Grade Math Skills and Strategies® Skills & Strategies to Master the B.E.S.T. (Set of 25) | 1 | \$499.00 | Instructional Materials | Original | \$499.00 |
| | Spire Workbooks Level 2 | 30 | \$24.09 | Instructional Materials | Original | \$722.70 |
| | 6" Protractor: Clear - Set of 10 | 15 | \$2.95 | Manipulatives | Original | \$44.25 |
| | 48 Pack Mini Flashlights | 7 | \$16.99 | Manipulatives | Original | \$118.93 |

| Acct Description | Description | | | | | |
|------------------|--|----------|---------|-------------------------|----------|----------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | EXPO low-ordor dry erase pen style markers | 11 | \$19.49 | General Supplies | Original | \$214.39 |
| | Ink - Student Projects, Student Data Chats | 4 | \$19.00 | Technology | Original | \$76.00 |
| | Plastic Cups Small | 1 | \$23.99 | Manipulatives | Original | \$23.99 |
| | Paper Money Class Set | 14 | \$12.95 | Manipulatives | Original | \$181.30 |
| | Play-doh | 3 | \$20.66 | Manipulatives | Original | \$61.98 |
| | Post-It Anchor Chart Paper (pack of 2) | 25 | \$24.99 | General Supplies | Original | \$624.75 |
| | Witch Pointers for Reading | 21 | \$7.99 | Manipulatives | Original | \$167.79 |
| | SPIRE Student Manipulative Kit | 4 | \$54.39 | Manipulatives | Original | \$217.56 |
| | Jumbo Crayons | 1 | \$6.92 | General Supplies | Original | \$6.92 |
| | 30 Piece Magnifying Glasses | 21 | \$14.99 | Manipulatives | Original | \$314.79 |
| | Heggerty Kindergarten | 5 | \$89.00 | Instructional Materials | Original | \$445.00 |
| | Brass Fastners | 2 | \$9.99 | Manipulatives | Original | \$19.98 |
| | Brother LC401 Color Ink | 1 | \$46.98 | Technology | Original | \$46.98 |
| | Gallon Book Baggies set of 250 | 2 | \$37.19 | General Supplies | Original | \$74.38 |
| | Sandwich Baggies | 4 | \$4.29 | Manipulatives | Original | \$17.16 |
| | Office Depot Brand ShowFile Easel Display Book | 5 | \$20.99 | Instructional Materials | Original | \$104.95 |

| Acct Description | Description | | | | | |
|------------------|--|----------|----------|-------------------------|----------|------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | White Copy Paper (Per Box) | 34 | \$32.50 | General Supplies | Original | \$1,105.00 |
| | ThinkWrite Ultra Durable Pro 3.5mm Headset | 25 | \$26.99 | Technology | Original | \$674.75 |
| | ORR Benchmark Advance Kit | 2 | \$549.00 | Instructional Materials | Original | \$1,098.00 |
| | Safety Scissors | 1 | \$2.34 | General Supplies | Original | \$2.34 |
| | Giant Write & Wipe Notebook | 21 | \$5.49 | General Supplies | Original | \$115.29 |
| | Magnetic Demonstration Open Number Line | 21 | \$19.95 | Manipulatives | Original | \$418.95 |
| | Laminating Film 25" x 500' (1.5 mil) 2 per box | 2 | \$40.00 | Program Supplies | Original | \$80.00 |
| | 5th Grade Math Skills and Strategies® Skills & Strategies to Master the B.E.S.T. (Set of 25) | 1 | \$499.00 | Instructional Materials | Original | \$499.00 |
| | Post-it Super Sticky Easel Pad 25"x30" | 1 | \$49.99 | General Supplies | Original | \$49.99 |
| | Cardstock White | 3 | \$10.43 | Manipulatives | Original | \$31.29 |
| | Heggerty Primary | 14 | \$89.00 | Instructional Materials | Original | \$1,246.00 |
| | Gallon Size Baggies | 1 | \$12.41 | Manipulatives | Original | \$12.41 |
| | Card Stock | 15 | \$16.50 | General Supplies | Original | \$247.50 |
| | i-Ready Learning Magentic Reading Student Gr. 3 | 144 | \$15.00 | Instructional Materials | Original | \$2,160.00 |
| | Hygrometer | 1 | \$9.99 | Manipulatives | Original | \$9.99 |

| Acct Description | Description | | | | | |
|------------------|---|----------|----------|-------------------------|----------|------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | Hand Pointers set of 3 | 7 | \$7.01 | Instructional Materials | Original | \$49.07 |
| | Hanging File Folders (pack of 25) | 2 | \$15.89 | General Supplies | Original | \$31.78 |
| | 30 Pack Dry Erase Pockets | 21 | \$17.99 | General Supplies | Original | \$377.79 |
| | Binders white 3" D-ring ODP Business Solutions (AVID) | 230 | \$6.79 | General Supplies | Original | \$1,561.70 |
| | Sound Card Wall Set | 1 | \$29.99 | Instructional Materials | Original | \$29.99 |
| | Whisper Phones | 5 | \$33.95 | Manipulatives | Original | \$169.75 |
| | Magnetic Money Set | 21 | \$9.95 | Manipulatives | Original | \$208.95 |
| | Magnetic Sentence Strips 10 pack | 7 | \$29.99 | Instructional Materials | Original | \$209.93 |
| | Colored Paper -Classic" 5-Color Assortment, 625 Sheets | 1 | \$16.49 | Manipulatives | Original | \$16.49 |
| | QuietShape® Foam GeoModel® Geometric Solids (Set of 12) | 1 | \$93.00 | Manipulatives | Original | \$93.00 |
| | Spire Level 1 | 1 | \$384.29 | Instructional Materials | Original | \$384.29 |
| | Giant GeoSolids® | 4 | \$94.99 | Manipulatives | Original | \$379.96 |
| | Wide Writing Paper | 1 | \$7.91 | General Supplies | Original | \$7.91 |

| Acct Description | Description | | | | | | | | | | | |
|----------------------------|--|------|-------------|-------------------------|-----------------|-------------|-------|--|--|--|--|--|
| | <table border="1"> <thead> <tr> <th data-bbox="462 162 1155 227">Item</th> <th data-bbox="1155 162 1312 227">Quantity</th> <th data-bbox="1312 162 1459 227">Rate</th> <th data-bbox="1459 162 1711 227">Supply Type</th> <th data-bbox="1711 162 1890 227">Type</th> <th data-bbox="1890 162 2016 227">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Supply Type | Type | Total | | | | | |
| Item | Quantity | Rate | Supply Type | Type | Total | | | | | | | |
| | i-Ready Learning Magentic Reading Student Gr.4 | 138 | \$15.00 | Instructional Materials | Original | \$2,070.00 | | | | | | |
| | 1/4" Grid Graph Paper | 25 | \$16.49 | General Supplies | Original | \$412.25 | | | | | | |
| | Super Big Post It Note Pad | 15 | \$8.39 | General Supplies | Original | \$125.85 | | | | | | |
| | Write & Wipe Clocks Classroom Set | 14 | \$27.99 | Manipulatives | Original | \$391.86 | | | | | | |
| | Eliminated- ORR Benchmark | -2 | \$549.00 | Instructional Materials | Other | -\$1,098.00 | | | | | | |
| | Remaining Balance from ORR Benchmark- will be itemized | 1 | \$958.00 | Instructional Materials | Other | \$958.00 | | | | | | |
| | BT 465983- transferred from ORR Benchmark remaining balance to cover online subscription price increase | -1 | \$300.00 | Instructional Materials | Budget Transfer | -\$300.00 | | | | | | |
| Behavioral Needs Assistant | 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. | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| Computer HW; cap | <table border="1"> <thead> <tr> <th data-bbox="462 1364 987 1437">Item</th> <th data-bbox="987 1364 1249 1437">Quantity</th> <th data-bbox="1249 1364 1533 1437">Rate</th> <th data-bbox="1533 1364 1774 1437">Type</th> <th data-bbox="1774 1364 2016 1437">Total</th> </tr> </thead> </table> | Item | Quantity | Rate | Type | Total | | | | | | |
| Item | Quantity | Rate | Type | Total | | | | | | | | |
| | Dell Computer Carts | 4 | \$1,320.00 | Original | \$5,280.00 | | | | | | | |

| Acct Description | Description | | | | |
|-------------------------|---|-----------------|-------------|-------------|--------------|
| Computer HW; non-cap | Item | Quantity | Rate | Type | Total |
| | Dell Chromebook Charger | 10 | \$36.00 | Original | \$360.00 |
| | Lenovo Chromebook Charger | 8 | \$28.68 | Original | \$229.44 |
| | HP Chromebook Charger | 10 | \$23.01 | Original | \$230.10 |
| Online subscription | Item | Quantity | Rate | Type | Total |
| | Mystery Science Subscription Aligned to standards, hands-on activities to reinforce lessons within the STEM lab. Progress Monitoring Included grades K-5 | 1 | \$1,395.00 | Original | \$1,395.00 |
| Charter bus | Item | Quantity | Rate | Type | Total |
| | 5th Grade College Trip December (Lynn University) Students will take a campus tour to learn about the university's facilities, as well as student life, culture, academics and programs offered by the institution. - 130 students) | 1 | \$2,500.00 | Original | \$2,500.00 |
| | 4th Grade College Trip December (PBA) Students will take a campus tour to learn about the university's facilities, as well as student life, culture, academics and programs offered by the institution. - 140 students) | 1 | \$2,500.00 | Original | \$2,500.00 |
| Resource Teacher | Technology teacher will teach students about the principles of technology and how to use basic information technology tools; support our S.T.E.M. program by utilizing technology to promote learning, creativity, and collaboration. | | | | |

Action Step: Parent and Family Engagement

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

Budget Total: \$12,484.40

| Acct Description | Description | | | | | |
|-------------------------|---|-----------------|------------------|--------------------|-------------|--------------|
| Supplies | Item | Quantity | Rate | Supply Type | Type | Total |
| | Post-it Super Sticky Easel Pad 25"x30" | 10 | \$49.99 | General Supplies | Original | \$499.90 |
| | Easle Pad Flip Chart Markers | 10 | \$8.49 | General Supplies | Original | \$84.90 |
| | Super Big Post It Note Pad | 10 | \$8.39 | General Supplies | Original | \$83.90 |
| | Family Engagement Book | 5 | \$22.49 | Program Supplies | Original | \$112.45 |
| | Copy Paper | 50 | \$32.00 | General Supplies | Original | \$1,600.00 |
| | Large Chart Paper Sticky 25×30 (8-pack) | 4 | \$84.89 | General Supplies | Original | \$339.56 |
| | Crayons (Box of 24) Kindergarten Round-up | 75 | \$2.71 | General Supplies | Original | \$203.25 |
| | Presharpened Pencils (Box of 72) | 6 | \$8.69 | General Supplies | Original | \$52.14 |
| | Cardstock (Assorted colors) | 19 | \$16.50 | General Supplies | Original | \$313.50 |
| | Dry Erase Markers (pack of 36) | 3 | \$22.00 | General Supplies | Original | \$66.00 |
| | Ink (3 Pack: Colors) | 4 | \$63.76 | Technology | Original | \$255.04 |
| | Ink XL Color - black | 4 | \$50.08 | Technology | Original | \$200.32 |
| Pens (Blue - 12pk) | 60 | \$1.37 | General Supplies | Original | \$82.20 | |

| Acct Description | Description | | | | | | | | | | |
|---|--|-----------------|-------------|--------------------|--------------|--------------|------------------|--------------|--------------|--------------|--|
| | Item | Quantity | Rate | Supply Type | | | Type | Total | | | |
| | Pens (Black - 12pk) | 60 | \$1.58 | General Supplies | | | Original | \$94.80 | | | |
| Online subscription | Item | | | | | | Quantity | Rate | Type | Total | |
| | SMORE Subscription platform to create and share newsletters for parent engagement communication. Tracks use and allows schools to share relevant information (links) to increase student engagement. | | | | | | 1 | \$300.00 | Original | \$300.00 | |
| Out-of-system Subs for Parent Conferences | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | | |
| | Teachers will engage in one-one conversations in order to provide families with student progress information, data and support resources for improvement if needed. | 37 | \$19.00 | 1.5 | 6.5 | 1 | Non-Certified | Original | \$6,854.00 | | |
| Postage | Item | | | | | | Quantity | Rate | Type | Total | |
| | Stamps - Notices for: Postcards, Meetin Notifications, Schoolwide activities such as parent trainings, and newsletter, 15 books of 20 stamps each; 3 times per yr x 600 per mailing | | | | | | 1788 | \$0.63 | Original | \$1,126.44 | |

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: \$197,875.31

| Acct Description | Description | | | | | | | | | |
|--------------------------|---|-----------------|-------------|--------------------|--------------|--------------|------------------|--------------|--------------|--|
| Out-of-system PD Subs | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | Professional development and planning release time for K-5 ELA and Math teachers. | 6 | \$19.00 | 1 | 6.5 | 3 | Non-Certified | Original | \$2,223.00 | |
| 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. | | | | | | | | | |
| Supplies | Item | Quantity | Rate | Supply Type | | | Type | Total | | |
| | Post-it Super Sticky Easel Pad 25"x30" | 5 | \$49.99 | General Supplies | | | Original | \$249.95 | | |
| | Easle Pad Flip Chart Markers | 5 | \$8.49 | General Supplies | | | Original | \$42.45 | | |
| | Differentiation in Elem. Grade | 8 | \$33.92 | Program Supplies | | | Original | \$271.36 | | |
| | Thriving w/ Autism | 8 | \$16.99 | Program Supplies | | | Original | \$135.92 | | |
| | Family Engagement Book | 5 | \$22.49 | Program Supplies | | | Original | \$112.45 | | |
| | Shipping | 1 | \$0.18 | General Supplies | | | Original | \$0.18 | | |
| Teacher Collaboration | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | K-5 Teachers will plan instructional strategies, gather resources and analyze | 40 | \$25.00 | 1 | 4 | 1 | Certified | Original | \$4,000.00 | |

| Acct Description | Description | | | | | | | | | |
|-----------------------------------|--|-----------------|-------------|-------------|--------------|--------------|------------------|-------------|--------------|--|
| | Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total | |
| | data to address the diverse needs of students.(January) | | | | | | | | | |
| Travel out-of-state | Item | Quantity | Rate | | | | | Type | Total | |
| | NCTM Annual Meeting & Exposition /October 25-28, 2023/Washington D.C.; The Annual NCTM Conference provides inclusive opportunities for a diverse community of mathematics educators to share current research and practice findings. 2 (registration \$553.00, transportation \$200.00, lodging \$1862.00, per diem \$144.00) | 2 | \$2,759.00 | | | | | Original | \$5,518.00 | |
| 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. | | | | | | | | | |
| 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. | | | | | | | | | |

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 |
| Todd Lykins | SAC Chair |
| Briann Harms | Parent |
| 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 |
| Kayla Searfoss | Parent |
| Macdonald Saint Jean | Parent |
| Tricia Wisnewski | Parent |

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, (10/4/23), open invitation to all stakeholders, recorded and posted to school website, 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 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 2023. 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 September 2023 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 2023, 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 FY24 funds might be spent in all areas but with specific focus on parent and family engagement. Data driven recommendations included: * Math nights to give parents and students hands on, real world structured experiences * 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 * Continue/increase the use of agendas/planners to increase home-school communication

| 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?

Wednesday, October 4, 2023 at 6:30 p.m. in the 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 24 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

Positive Parent Conferences to Promote Parent Engagement

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

Teachers will learn to implement three specific strategies to implement with families during parent conferences to increase parent and family engagement, including: 1) Sharing digestible data leading up to the conference, 2) the "feedback sandwich", and 3) SMART goal setting.

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

By utilizing materials presented, teachers will be able to effectively collaborate with parents and provide at home learning support to ensure increased academic success. This will empower parents in becoming an active partner in their child's education.

- What will teachers submit as evidence of implementation?

Evidence will include agenda, sign-in sheet, presentations, handouts, teacher feedback, sample conference notes including SMART goals and sample data shared with parents.

- Month of Training

September 6, 2023

- Responsible Person(s)

Erin Walsh

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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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

Building Community for Connection and Learning

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

Teachers will be provided with a toolkit of resources and an engaging activity to implement with families to help families identify and meet the needs of the students as well as introduce the families to key people on campus who provide services to our students: Who's Who in Our School.

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

By preparing and engaging in the activity, teachers will be equipped to provide parents with the information they need about Starlight Cove's representatives, their roles, and the resources available to meet the diverse needs of their children: social emotional, behavioral, and academic. Teachers will have the information they need at parent conferences and during any parent communication to connect parents to the person or resource they need to support student achievement.

- What will teachers submit as evidence of implementation?

Evidence will include agenda, sign-in sheet, presentations, handouts, teacher feedback, completed "Who's Who in Our School" template, parent conference notes where resources/referrals are noted, and / or sample referrals/signed permission slips for services.

- Month of Training

October 18, 2023

- Responsible Person(s)

Erin Walsh, Assistant Principal

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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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

Understanding Grade Level Expectations

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

This training will help parents learn and understand the expectations and intent of their child's grade-level curriculum and goals for the school year. Teachers will share grade level specific strategies for parents to implement at home. Kindergarten, for example, will demonstrate how to use daily tasks such as putting away socks or shoes to count by twos. 5th Grade will share question stems for parents to use in everyday conversations such as "What is the main idea of the show we watched?" or "Who was the main character of the movie?"

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

Each grade level will prepare an interactive reading activity and an interactive math activity for the parents to do and take home for the evening.

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

By understanding the expectations of the standards, parents will be better prepared to support their children at home. Having sample activities will also increase parental involvement and positively impact student achievement.

- Date of Training

Wednesday, September 13, 2023, 5:30-6:30 p.m.

- Responsible Person(s)

Erin Walsh, AP

- Resources and Materials

Google Slide presentations, Grade level ELA and Math activities (flash cards, counters, card stock, "game pieces", etc.)

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

2. Reflection/Evaluation of Training #1

- Name of Training

Understanding Grade Level Expectations

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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. Parent and Family Capacity Building Training #2

- **Name of Training**

Building Community for Connection and Learning

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

Parents will learn how to identify the specific needs of their students (social emotional, health and wellness, academic, behavioral), the resources available to them at Starlight to meet those needs, the people on campus they can connect with to support them and their children, and activities to implement with their children at home to set them up for success.

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

There will be a mix and match activity with scenarios, resources, and key personnel that will be sorted in groups. Then there will be break out sessions for hands on activities to address social emotional needs (breathing strategies, for example), academic needs (homework helpers, fluency builders, etc.), and behavior needs (positive behavior charts, communication strategies).

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

As a result of this training, parents will be connected to the person, resource, and/or strategy they need to support their child in all aspects of their achievement: social emotional, behavioral, and academic.

- **Date of Training**

October 25, 2023, 5:30-6:30 p.m.

- **Responsible Person(s)**

Erin Walsh

- **Resources and Materials**

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- 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

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.

- Date of Training

January 17, 2024

- Responsible Person(s)

Erin Walsh, Robert Real, and Joy Barnes

- Resources and Materials

TBD

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

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 40% 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 between ESOL coordinator and the Multicultural department documenting support; Welcome Center information;

- Frequency

Once per Trimester

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

- Name of Agency

Exceptional Student Education (ESE) Department

- Describe how agency/organization supports families.

ESE 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, etc.

- Frequency

Once per Trimester

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

- Name of Agency

SDPBC Safe Schools Positive Behavior Supports

- 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 how to partner with the parents/families/guardians to maximize student success.

- 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/PTA Meetings held monthly, our marquee, and student stickers. Communications are in all 3 of our major languages (English, Spanish and Creole). Community Language Facilitators (CLF's) are present at all SAC, PTA and scheduled Title I Meetings.

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

Copy of flyer, agendas, minutes, ParentLink reports, handouts from trainings, 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. The first Parent Training will focus on Understanding Grade Level Expectations.

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

Copy of flyer, agendas, handouts, google slides

- Description

Our first Parent Training is focused on sharing curriculum expectations, BEST Standards, and samples of the type of work students are doing in the classroom so parents are aware of the scope of work their child is expected to learn. At parent conferences, teachers review assessment data as well as progress toward grade level standards. Progress reports and report cards are also provide to parents to update parents on academic achievement.

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

Copy of google slides from parent training, sample progress reports and report cards

- Description

Open invitations are sent every month before SAC/PTA Meetings, 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/PTA Meetings are scheduled for the first Wednesday 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, 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, PTA and scheduled Title I Meetings, parent-teacher conferences, parent trainings, and IEP/LEP meetings.

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

Agendas in all languages, sign-ins, and ParentLink reports indicating breakdown of language calls. Translated compacts, PFEP summaries, invitations, letters, parent-teacher conference notes when translator attended, and CLF language facilitator sign-in sheets.

- **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 3 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.

Photos of staff providing support via headphones, parents who are impaired, etc, sign-in sheets, notes when vision or hearing support or ADA support was provided if needed, Requests to District for staff to support parents, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, sign-in sheets.

- 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, PTA 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. 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 Vento 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, McKinney-Vento program flyer of services offered, copies of emails seeking support for families, flyers, distribution logs for donated uniforms, 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

Preventing the Summer Slide

- Brief Description

Parents will understand the importance of their children being actively challenged and engaged over the summer months to avoid learning loss. Teachers will provide hands on activities and resources for parents to help them keep their children busy throughout the summer months.

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. Is there CONVERSATION? 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 STAR 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, Behavioral Health Professional, teachers, instructional coaches, learning team facilitator, parents, ESE and ESOL Coordinators and school psychologist. 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.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are focused on job skills.
- 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, 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;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- 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 7 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 FY23 Career Day Presenters included: a barber, a Social Media influencer, a realtor, a banker, a sports journalist, a librarian, a sushi chef, a meteorologist, an engineer, a sheriff, a firefighter, and many more. 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
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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
- 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 tour of our campus and visit Kindergarten classrooms. Parents also receive calendars, summer preparation packets and literacy and math resource kits 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 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
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- 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. 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. 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.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs

Retention:

- Orientation

- 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
- 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 Social-Emotional Learning of our students, we extend this to our staff as we understand that Social emotional learning fosters skills and strategies 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.