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

ELA

1. List prioritized needs statements.

* 85% of our students are reading below grade level, as measured by our STAR/FAST ELA overall data, and 63% are scoring level 1. * 87% of our KG students were significantly below grade level (level 1) on PM1. While that percentage dropped significantly in PM2 to 63% (-24) and is slightly lower than where we were last year with KG for PM2 (65%), our students are not coming in ready for KG. * Only 7.3% of our SWD are proficient based on PM2. We did however, decrease the percentage of level 1 students from 85% in PM1 to 74% (-11) in PM2. This is a greater decrease than we saw in SY24 which was from 84% to 79% (-5). * 420 of our students are ELLs (51%) and 47% of them are receiving services. * We are seeing limited progress from SY24 PM2 to SY25 PM2 in grades 1, 2, 3, and 4. However, all of those grade levels did show growth from PM1 to PM2. The growth in 2nd (1%) and 4th (.6%) is not, however, significant. * In K-2, on PM2 the domain showing the greatest deficiency is Reading Across Genres (85% at the beginning level and only 6% secure in this domain). * In K-2, only 9% of our students are secure in Phonics and Word Analysis based on PM2. * In 3-5, on PM2, only 6% of our students are secure in Reading Across Genres & Vocabulary as compared to the district's 22% secure. This is slightly lower than SY24 when 7% were secure in that domain. * In 3-5, on PM2, the percentage of students below the standard in Reading Prose and Poetry was 45%. This is higher than SY24 PM2 which had 40% at that level. * 21% of our students are considered chronically absent and 27% have 10+ days. * 13% of our students have 15+ days absent.

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

* There was an increase in discipline rates from Fall to Winter, with significant increases in 2nd and 5th grades. Fifth grade, for example, jumped from 1 incident to 8 in February. * Students receive a lot of practice with phonics in isolation, but not so much in use of text. * Limited vocabulary exposure due to lack of support for differentiation for ELLs and SWD. * Lack of support for differentiation and interventions for ELLs and SWDs which can lead to a lack of foundational decoding skills in grades 3-5. * Classroom engagement strategies are under-utilized across content areas. * Lack of strong skills for learning and life impedes students' academic focus at times. * Students miss instructional opportunities including reteach due to tardies and absences.

3. Share possible solutions that address the root causes.

* Provide opportunities for students to work on phonics while simultaneously working on comprehension. Employ texts that allow focus on both - decodable readers that allow for comprehension conversations. * During literacy rotations and tier time, implement more rigorous activities * Increase the attendance incentive programs at all levels (student, class, grade, school). * PDD on enriching vocabulary grades K-5. * PDD on differentiation and ESOL strategies * Provide PD on specific interventions/strategies to target reading deficiencies in the area of phonemic awareness, phonics, fluency, comprehension, and vocabulary. * Identify, implement, and monitor appropriate interventions to close the achievement gap. * During PLC, focus on setting high expectations and accommodations for diverse learners -- plan for strategies. * Provide opportunities to observe best practices of high performing teachers or receiving modeling by instructional coaches. * Increase the use of visuals in the classroom, particularly around vocabulary (vocabulary printouts with pictures) and continue turn and talk using vocabulary words. * Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. * In order to address student attendance needs, create positive classroom cultures through school wide focus on skills for learning and life and consider the use of a social services liaison hired to assist with the needs of students and families. * Provide opportunities for students and parents to practice skills and strategies taught in class -- for example a Foundations workshop.

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

• Communication

* Schedule parent conference days * Continue Smore but add monthly activities and "literacy corner" * Continue using ParentLink, newsletter, marquee, fliers to promote schoolwide events.

• Parent Training

* Share Foundations with families and use family links. * Curriculum nights * Training to demonstrate ways to assist their child while reading a book; skills to focus on, and places to get resources for their child including free library cards, book mobile, etc. * Review schoolwide expectations with parents

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

- **School**

* Provide trainings & conferences with parents * Make & Take activities for home. * Create safe and engaging learning environment and positive parent communication. * Notify parents of school calendar. * Offer incentives for students who complete homework.

- **Students**

* Stay engaged on a task. * Come to school on time and ready. * Meet their iReady/Imagine Learning goals each week. * Actively participate in academic celebrations such as literacy week, vocabulary parade, Read Across America, etc.

- **Parents**

* Reinforce, support, communicate with teachers. * Prepare child for school each day and attend parent trainings/award ceremonies. * Assist at home with homework and additional practice. * Communicate their needs to their child's teacher and school.

- **Staff Training**

* Goal setting based off data * ELL small group instruction * Strategies to interact and collaborate with parents/families * How to communicate student data with parents.

- **Accessibility**

* Continue with meetings on the first floor (media center or cafeteria). * Keep handicapped parking spaces clear. * Continue to hold SAC meetings on the same night at the same time as a convenience for parents. * CLFs at all parent events.

Math

1. List prioritized needs statements.

* Schoolwide, 63% of our students are significantly below grade level (level 1) based on PM2 STAR/FAST Math results and only 15% are on or above grade level. * On PM2, 69% of our 1st, 2nd, and 4th grade students are at a level 1. 5th grade has the smallest percentage of students at level 1 with 46%, down from 67% in PM1. * School overall data reveals that 83% of our students struggle with Number Sense (beginning level) and only 3% are secure in this domain. * 21% of our students are considered chronically absent and 27% have 10+ days. * 13% of our students have 15+ days absent. * 420 of our students are ELLs (51%) and 47% of them are receiving services.

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

* Limited time in schedule (math block) for guided practice. * Limited vocabulary and background knowledge to make math meaningful and connected to real world, perhaps linked to lack of differentiation and interventions for ELLs and SWDs. * Inconsistent data tracking by classroom teachers. * Students are not fluent in math facts due to insufficient practice time, perhaps linked to high absence and tardies. * There was an increase in discipline rates from Fall to Winter. * Lack of support teachers/personnel for differentiation and interventions for ELLs and SWDs. * Classroom engagement strategies are under-utilized across content areas. * Lack of strong skills for learning and life impedes students' academic focus at times.

3. Share possible solutions that address the root causes.

* Digital manipulatives * Oral language in Fine Arts to build vocabulary and fluency * Use of minute math schoolwide * Interactive math word walls * Adaptive technology resources to strengthen math facts/fluency for all grade levels (or iXL). * more consistent schoolwide incentives for results on FSQs and USAs * increase attendance incentives. * collaborative planning and PD to support develop of math instructional best practices and strategies.

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

• Communication

* Communication with families via school newsletter, student agendas, fliers, call outs, etc. * Continue to ensure translators are available. * Include a section in the newsletter each month on math strategies and/or current math focus.

- Parent Training

* Math night(s) that would include take home activities/resources

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

- School

* Provide information regarding current topic of study (unit/chapter, etc)

- Students

* Participate fully in their education. * Meet their iReady Math and/or Reflex math goals each week

- Parents

* Stay informed about their students' academics. * Communicate their needs to their child's teacher(s).

- Staff Training

* FCTL Math Trainings * Strategies to interact and collaborate with parents. * Train teachers to empower parents to help their children build foundational math skills at home. * Strategies on how to share data with parents.

- Accessibility

* Continue with meetings on the first floor (media center or cafeteria). * Keep handicapped parking spaces clear. * Continue to hold SAC meetings on the same night at the same time as a convenience for parents. * CLFs at all parent events.

Science

1. List prioritized needs statements.

Based on the Winter Diagnostic, 67.9% of our 5th grade students are scoring below the threshold on the Fair Game Standards. The percentage of level 1 students increased 11%, from 43% in SY24 to 54% in SY25 on the Winter Diagnostic in 5th grade. The percentage of students at or above grade level on the Winter Diagnostic dropped 22% from 32% in SY24 to 10% in SY25. This is, however, less of a drop than what the district saw: 38% drop from 52% in SY24 to 14% in SY25. * As of March 3, 2025, 54% of our students have 10+ days absent and 36% have 15+ absences. * 420 of our students are ELLs (51%) and 47% of them are receiving services.

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

* Limited or no prior knowledge due to minimal coverage of the standards in prior years (K-4) because focus is primarily shifted to reading and math standards. * Grade 5 students have difficulty mastering grade 3 and 4 standards (Fair Game). * Limited vocabulary exposure due to lack of differentiation and intervention with SWD and ELLs * Lack of explicit instruction around the standards perhaps due to high absences and tardies. * Lack of support for differentiation and interventions for ELLs and SWDs. * Classroom engagement strategies are under-utilized across content areas. * Limited time for hands on experiments. The schedule does not allow the full time needed to conduct experiments. * Currently only 3rd-5th grades are seeing the Science Coach on the Fine Arts Wheel.

3. Share possible solutions that address the root causes.

* PDD on enriching vocabulary grades K-5. * PDD on differentiation and ESOL strategies in the Science classroom. * Ready to go experiments for application that teachers can implement in the classroom within the Science block. * Allow 2nd grade to receive Science instruction with support personnel on the FA wheel. * Increase the use of visuals in the classroom, particularly around vocabulary (vocabulary printouts with pictures) and continue turn and talk using vocabulary words. * In house Science PLC, focusing 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 needs, create positive classroom cultures through school wide focus on skills for learning and life and consider the use of a social services liaison hired to assist with the needs 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. * Science as a non-negotiable in grades K-4 (time protected). * Targeted common planning in K-4 on the Fair Game Standards.

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

- **Communication**

* Communication with families via school newsletter, student agendas, fliers, call outs, etc. * Continue to ensure translators are available.

- **Parent Training**

Continue offering the Family STEM Night -- it should continue to be one of the Title I Parent Nights.

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

- **School**

Implement after school events/activities such as Family STEM Night.

- **Students**

Participate in Science programs and activities such as STEM Night, Science Fair, SECME, Lego League, Science tutoring, etc.)

- **Parents**

* Facilitate at home instruction and reinforce Science concepts taught at School. * Participate in programs and activities to support their child's learning such as attending Family STEM Night, Collaborative Goal Setting, etc. * Communicate their needs to their child's teacher(s).

- **Staff Training**

In house PLC and targeted common planning.

- **Accessibility**

Continue with meetings on the first floor (media center or cafeteria). Keep handicapped parking spaces clear. Continue to hold SAC meetings on the same night at the same time 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: **\$267,151.46**

Acct Description	Description					
Resource Teacher	Reading Resource teacher to provide push-in and pull out reading interventions, in grades K -5 through small group instruction for non-native speakers, ESE, lowest 25%, retained 3rd graders, and other students with reading deficiencies. In addition, she will guide teams in analyzing data, developing effective teaching strategies, and implementing school-wide initiatives to close the achievement gap. Collaborates with team members to identify areas of strength and weakness in instruction and student learning.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	McCarty Math Academy Workbooks - 3rd	25	\$9.99	Instructional Materials	Original	\$249.75
	Glue Sticks pack of 60	6	\$22.00	General Supplies	Original	\$132.00
	Shipping (for kits and consumables)	1	\$381.26	General Supplies	Original	\$381.26
	Card Stock	10	\$25.99	General Supplies	Original	\$259.90
	Copy Paper	50	\$47.99	General Supplies	Original	\$2,399.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	i-Ready Learning Magnetic Reading Student Gr. 3	140	\$12.75	Instructional Materials	Original	\$1,785.00
	Foundations Decodable Readers K-2 bundle	4	\$3,784.02	Instructional Materials	Original	\$15,136.00
	Foundations Grade 3 Classroom Kits	6	\$1,899.00	Instructional Materials	Original	\$11,394.00
	i-Ready Learning Magnetic Reading Student Gr. 4	145	\$12.75	Instructional Materials	Original	\$1,848.75
	McCarty Math Academy Workbooks - 4th	25	\$9.99	Instructional Materials	Original	\$249.75
	Write Score Gr 4	145	\$11.56	Instructional Materials	Original	\$1,676.20
	Science Fair Boards Tri fold boards 22x28	350	\$2.98	General Supplies	Original	\$1,043.00
	Ink - Student Projects, Student Data Chats	6	\$134.00	Technology	Original	\$804.00
	Sheet Protectors Box of 200	2	\$10.25	General Supplies	Original	\$20.50
	Write Score Gr 5	120	\$11.56	Instructional Materials	Original	\$1,387.20
	McCarty Math Academy Workbooks - 5th	25	\$9.99	Instructional Materials	Original	\$249.75

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	3 Prong Folder for Writing	20	\$26.99	General Supplies	Original	\$539.80
	Dry Erase Markers, box of 36	20	\$48.79	General Supplies	Original	\$975.80
	i-Ready Learning Magnetic Reading Student Gr. 5	120	\$12.75	Instructional Materials	Original	\$1,530.00
	Binders white 3" D-ring	150	\$6.29	General Supplies	Original	\$943.50
	Laminating Film 25" x 500' (1.5 mil) 2 per box	2	\$40.00	General Supplies	Original	\$80.00
	Science Fair Boards Tri fold boards 36x48	40	\$3.96	General Supplies	Original	\$158.40
	File Folders (Yellow, Purple, Red)	9	\$20.19	General Supplies	Original	\$181.71
	Write Score Gr 3	140	\$11.56	Instructional Materials	Original	\$1,618.40
	Shipping for Foundations Bundles	1	\$908.16	General Supplies	Original	\$908.16
	Adjustment - benefits credit and final allocation.	1	\$4,815.00	General Supplies	Other	\$4,815.00
	BT 514519- Moved funds allocated for Write Score to online subscription as WS it's not instructional	-1	\$4,394.84	Instructional Materials	Budget Transfer	-\$4,394.84

Acct Description	Description																										
	<table border="1"> <thead> <tr> <th data-bbox="426 207 1157 277">Item</th> <th data-bbox="1157 207 1314 277">Quantity</th> <th data-bbox="1314 207 1480 277">Rate</th> <th data-bbox="1480 207 1715 277">Supply Type</th> <th data-bbox="1715 207 1887 277">Type</th> <th data-bbox="1887 207 2018 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 277 1157 347">materials (includes shipping)</td> <td data-bbox="1157 277 1314 347"></td> <td data-bbox="1314 277 1480 347"></td> <td data-bbox="1480 277 1715 347"></td> <td data-bbox="1715 277 1887 347"></td> <td data-bbox="1887 277 2018 347"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	materials (includes shipping)																			
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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 instruction to the lowest 25%, and identified 5th grade students.																													

Action Step: Parent and Family Engagement

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

Budget Total: \$15,860.04

Acct Description	Description										
Online subscription	Item						Quantity	Rate	Type	Total	
	SMORE Subscription Newsletter Site is a Platform to create and share newsletters to parents. Tracks use and allows schools to share relevant information (links) to increase communication and parent engagement. Smore helps foster connections between families and schools, improve attendance, and support student success.						1	\$1,050.00	Original	\$1,050.00	
Out-of-system Subs for Parent Conferences	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Kindergarten Parent Conference Day		7	\$21.00	1	4	2	Non-Certified	Original	\$1,148.00	
	5th Grade Parent Conference Day		6	\$21.00	1	4	2	Non-Certified	Original	\$984.00	
	2nd Grade Parent Conference Day		7	\$21.00	1	4	2	Non-Certified	Original	\$1,148.00	
	4th Grade Parent Conference Day		6	\$21.00	1	4	2	Non-Certified	Original	\$984.00	
	3rd Grade Parent Conference Day		6	\$21.00	1	4	2	Non-Certified	Original	\$984.00	
	1st Grade Parent Conference Day		7	\$21.00	1	4	2	Non-Certified	Original	\$1,148.00	
Supplies	Item					Quantity	Rate	Supply Type	Type	Total	
	Ink XL Color - Black - Reports for Parent Conferences and Parent Data Nights					6	\$59.89	Technology	Original	\$359.34	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Post-it Super Sticky Easel Pad, 8 pack, 25"x30"	5	\$149.99	General Supplies	Original	\$749.95
	Ink XL (3 Pack: Colors)- Reports for Parent Conferences	6	\$134.99	Technology	Original	\$809.94
	Super Sticky Big Notes	10	\$9.99	General Supplies	Original	\$99.90
	Pre-Sharpended Pencils, Pack of 72	12	\$17.99	General Supplies	Original	\$215.88
	File folders for parent trainings/data chat nights (Orange)	6	\$27.49	General Supplies	Original	\$164.94
	Dry Erase Markers, box of 36	20	\$48.79	General Supplies	Original	\$975.80
	File folders for parent trainings/data chat nights (Purple)	6	\$27.49	General Supplies	Original	\$164.94
	File Folders for parent trainings/data chat nights (Green)	5	\$27.49	General Supplies	Original	\$137.45
	Pencils. black barrel, box of 12	7	\$2.19	General Supplies	Original	\$15.33
	Card Stock	9	\$25.99	General Supplies	Original	\$233.91
	Student Agendas	800	\$4.50	General Supplies	Original	\$3,600.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens, box of 36	3	\$44.99	General Supplies	Original	\$134.97
	Shipping	1	\$0.69	General Supplies	Original	\$0.69
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Center will provide hands on Science and Math stations for teachers to conduct activities with parents and students to engage in real-world, structured experiences with math and science concepts so that parents can support student achievement at home. March 2026	1	\$550.00	Original	\$550.00	

Action Step: Professional Learning

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' needs.

Budget Total: \$151,080.50

Acct Description	Description																			
Single School Culture Coordinator	206 Day Single School Culture Coordinator to coordinate and lead PLCs; lead school based team; deliver professional learning to staff; analyze student assessment data to determine school professional learning 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="449 380 1016 467">Item</th> <th data-bbox="1016 380 1163 467">Quantity</th> <th data-bbox="1163 380 1289 467">Rate</th> <th data-bbox="1289 380 1386 467">Days</th> <th data-bbox="1386 380 1503 467">Hours</th> <th data-bbox="1503 380 1621 467">Weeks</th> <th data-bbox="1621 380 1768 467">Certified</th> <th data-bbox="1768 380 1906 467">Type</th> <th colspan="2" data-bbox="1906 380 2020 467">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total											
<table border="1"> <tbody> <tr> <td data-bbox="449 467 1016 717">K-5 Teachers (Sept-April) K-5 ELA, Math, and Science teachers will plan instructional strategies, gather resources, and analyze data to address the diverse needs of students.</td> <td data-bbox="1016 467 1163 717">40</td> <td data-bbox="1163 467 1289 717">\$25.00</td> <td data-bbox="1289 467 1386 717">1</td> <td data-bbox="1386 467 1503 717">4</td> <td data-bbox="1503 467 1621 717">1</td> <td data-bbox="1621 467 1768 717">Certified</td> <td data-bbox="1768 467 1906 717">Original</td> <td colspan="2" data-bbox="1906 467 2020 717">\$4,000.00</td> </tr> </tbody> </table>										K-5 Teachers (Sept-April) K-5 ELA, Math, and Science teachers will plan instructional strategies, gather resources, and analyze data to address the diverse needs of students.	40	\$25.00	1	4	1	Certified	Original	\$4,000.00		
K-5 Teachers (Sept-April) K-5 ELA, Math, and Science teachers will plan instructional strategies, gather resources, and analyze data to address the diverse needs of students.	40	\$25.00	1	4	1	Certified	Original	\$4,000.00												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="449 724 747 812">Item</th> <th data-bbox="747 724 987 812">Quantity</th> <th data-bbox="987 724 1184 812">Rate</th> <th colspan="3" data-bbox="1184 724 1587 812">Supply Type</th> <th data-bbox="1587 724 1801 812">Type</th> <th colspan="3" data-bbox="1801 724 2020 812">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type			Type	Total		
	Item	Quantity	Rate	Supply Type			Type	Total												
<table border="1"> <tbody> <tr> <td data-bbox="449 812 747 899">Copy Paper</td> <td data-bbox="747 812 987 899">50</td> <td data-bbox="987 812 1184 899">\$47.99</td> <td colspan="3" data-bbox="1184 812 1587 899">General Supplies</td> <td data-bbox="1587 812 1801 899">Original</td> <td colspan="3" data-bbox="1801 812 2020 899">\$2,399.50</td> </tr> </tbody> </table>										Copy Paper	50	\$47.99	General Supplies			Original	\$2,399.50			
Copy Paper	50	\$47.99	General Supplies			Original	\$2,399.50													
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.																			
Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="449 1130 1016 1218">Item</th> <th data-bbox="1016 1130 1163 1218">Quantity</th> <th data-bbox="1163 1130 1289 1218">Rate</th> <th data-bbox="1289 1130 1386 1218">Days</th> <th data-bbox="1386 1130 1503 1218">Hours</th> <th data-bbox="1503 1130 1621 1218">Weeks</th> <th data-bbox="1621 1130 1768 1218">Certified</th> <th data-bbox="1768 1130 1906 1218">Type</th> <th colspan="2" data-bbox="1906 1130 2020 1218">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total											
<table border="1"> <tbody> <tr> <td data-bbox="449 1218 1016 1536">Gifted (K-5) professional learning training for teachers of gifted and high performing students to enhance their instructional practices to meet the diverse needs of our students.</td> <td data-bbox="1016 1218 1163 1536">6</td> <td data-bbox="1163 1218 1289 1536">\$21.00</td> <td data-bbox="1289 1218 1386 1536">1</td> <td data-bbox="1386 1218 1503 1536">4</td> <td data-bbox="1503 1218 1621 1536">3</td> <td data-bbox="1621 1218 1768 1536">Non-Certified</td> <td data-bbox="1768 1218 1906 1536">Original</td> <td colspan="2" data-bbox="1906 1218 2020 1536">\$1,476.00</td> </tr> </tbody> </table>										Gifted (K-5) professional learning training for teachers of gifted and high performing students to enhance their instructional practices to meet the diverse needs of our students.	6	\$21.00	1	4	3	Non-Certified	Original	\$1,476.00		
Gifted (K-5) professional learning training for teachers of gifted and high performing students to enhance their instructional practices to meet the diverse needs of our students.	6	\$21.00	1	4	3	Non-Certified	Original	\$1,476.00												

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ASD (K-3) professional learning training for teachers of students with autism to enhance their instructional practices to meet the diverse needs of our students.	4	\$21.00	1	4	3	Non-Certified	Original	\$984.00

Mission Statement

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

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 provided in newsletter and posted on marquee in order to ensure all interested stakeholders are represented at the following: * Title I Annual Meeting, (10/7/25), 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 2025. 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 2025 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 with details on how the funds are spent across Classroom, Professional Development and Parent and Family Engagement. During the CNA process in February 2025, 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 FY26 funds might be spent in all areas but with specific focus on parent and family engagement. Data driven recommendations included: * Parent trainings around Foundations demonstrating phonics and family resources/links. * 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 and math 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. * Parent teacher conference days

Name	Title
Erin Walsh	Assistant Principal
Kimberly Jules	Principal

Annual Parent Meeting

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

Tuesday, October 7, 2025, 6:30 p.m., 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.).

Starlight Cove will take the following steps to notify parents, teachers, and the community of the Annual Meeting: * Invitation for attendance sent home via backpack * Notice in monthly newsletter * Announced on marquee * ParentLink messaging (phone, text)

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

The resources that will be prepared to host the Annual Meeting include: * Invitations * Agenda * Sign-in sheets * Presentation to outline Title I program and specific school related information * SY26 PFEP and School-Home Compact * Translators and translation headsets

Staff Trainings

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, sample activities/games, photos of use with families.

- Month of Training

September 2024

- Responsible Person(s)

Erin Walsh and Joy Barnes

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Presenting Understandable 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 Florida Reporting System 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 by setting goals.

- 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 hold a "Collaborative Goal Setting" meeting and submit: 1) Agendas 2) Sign in Sheets 3) Sample data that was provided 4) Sample completed goal setting sheet

- Month of Training

January 2026

- Responsible Person(s)

Erin Walsh, Niska DiMauro, Joy Barnes, Lauren Battista

Parent Trainings

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

Thursday, September 25, 2025

- Responsible Person(s)

Erin Walsh and Joy Barnes

- Resources and Materials

card stock ($25.99 \times 5 = 129.95$) ink for printers (59.89) pencils ($17.99 \times 6=107.94$) dry erase markers $48.79 \times 10 = 487.90$) file folders (27.49
 $\times 6=164.94$)

- Amount (e.g. \$10.00)

950.62

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, in 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 22, 2026

- Responsible Person(s)

Erin Walsh, Joy Barnes, Niska DiMauro, Lauren Battista

- Resources and Materials

Ink for reports, black ($59.89 \times 3 = 179.67$) Ink for reports, color ($134.99 \times 2 = 269.98$) Post It Super Sticky Easel Pads ($3 \times 149.99 = 449.97$) File Folders ($27.49 \times 12 = 329.88$)

- Amount (e.g. \$10.00)

1,325.53

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 12, 2026

- Responsible Person(s)

Erin Walsh

- Resources and Materials

Cox Science Center resources

- Amount (e.g. \$10.00)

\$550

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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

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, monthly electronic newsletter, 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.

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

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

- **Description**

Open house and curriculum night presentations 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 Open House & Curriculum Night sign in sheets, agendas, and presentations.

- 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, our CNA Input/Stakeholder Meetings and our Title I Annual Meeting. Each of those meetings include a focus on parent engagement in decision making related to the education of their children.

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

Copy of invitations, agendas, sign in sheets, and minutes.

- 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.

Invitations indicating time and date, Monthly calendars for SBT and ESE meetings showing flexible scheduling, newsletter "upcoming events" section, and ParentLink reports.

Accessibility

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

- **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. While we do not currently have any migrant students, she knows that there are resources to support where and when needed. Home visits would be conducted 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 and sign in sheets from meetings where Information about the Migrant Education Program has been shared. EDW Special Program Report indicating our Migrant Population (if any).

- 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. 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

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

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

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

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

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

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 Kick Off) 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 Learning

1. Professional Learning

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

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.