Title I Comprehensive Schoolwide Plan

STARLIGHT COVE ELEMENTARY SCHOOL (0771)

ELA

1. List prioritized needs statements.

Only 14.6% of our primary students are on grade level in Reading based on PM2 (STAR) data. Less than 20% of our 3rd-5th grade students are proficient in Reading based on PM2 (FAST) data. K-5, only 14% of our students are at the mid or above grade level in Reading and an additional 18% are at the early on grade level for Reading based on the January 2026 iReady Diagnostic for a total of 32% of our total population. 10% of our students are three or more grade levels below in Reading based on the Winter iReady diagnostic. 11% of our students are three or more grade levels below in Phonics based on Winter iReady diagnostic.

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

20.4% of our students are chronically absent. If they are not in school, they are not learning. Students consistently missing school are missing instruction. Students are not applying the skills taught in small group – they are stuck in DOK1. Students lack foundational skills (decoding) in grades 3-5 which hinders their comprehension. Students are receiving a lot of practice with phonics in isolation but are not transferring the skills to reading text. 363 of our students are ELLs (53%) and 322 of them (47%) are receiving services. Students have limited vocabulary exposure. The number of students in need of differentiation and intervention is greater than the number of people available to provide support. Classroom engagement and management strategies are under-utilized. Lack of strong skills for learning and life impedes students' academic focus at times.

3. Share possible solutions that address the root causes.

Parent conference days to go over individual data, including attendance. 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 or parent liaison hired to assist with the needs of students and families. Implement adaptive technology with fidelity for students to work both at their individual level while also working toward standards to best close the achievement gap Provide opportunities for students to work on phonics while simultaneously working on comprehension and vocabulary. Employ decodable texts that allow for comprehension conversations. During literacy rotations and tier time, implement more rigorous activities. Provide professional development on enriching vocabulary, grades K-5; on differentiation and ESOL strategies; and on specific interventions/strategies to target reading deficiencies such as Fundations, SPIRE, etc. Identify, implement, and monitor appropriate additional interventions to close the achievement gap. Hold Professional Learning Communities to focus on setting high expectations and accommodations for diverse learners and plan for strategies. Provide opportunities to observe best practices of of high performing teachers or receive 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. Provide additional supplies and resources for classroom teachers to prepare engaging, rigorous activities that address the achievement gaps. Provide opportunities for students and parents to practice skills and strategies taught in class – for example a Fundations workshop. Allow for external professional learning opportunities for administration and staff to build capacity in their respective functions Parents should join the New Worlds Reading Program (parent shared a testimonial – could start a club with each other to do the activities) Create an incentive for students with 90% attendance or better with the last Friday of every month a certificate/award. School Spirit Fridays to boost attendance on Fridays (i.e. pajama day, pep rallies, parades, etc.)

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

• Communication

Schedule parent conference days Continue Smore Monthly Newsletter and continue Attendance Matters Sections, add Literacy Corner Continue newsletters with monthly events but continue call outs too

• Parent Training

Fundations family night including resources and links Curriculum Nights Understanding their child’s data and using it to set goals Literacy resources available and how to tap into them including New Worlds Reading, local library, websites, etc. Reading Night Goal setting after PM1 and PM2

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

- School

Provide resources in multiple languages so families may better support their students. Provide make & take activities for home. Provide hyperlinks in the newsletter to engage parents and students at home. Have more frequent communication about upcoming events

- Students

Stay engaged in their learning and in specific tasks. Be accountable for incomplete work Actively participate in academic celebrations such as attendance initiatives, literacy week, vocabulary parade, Read Across America, etc.

- Parents

Prepare their children for school each day and attend school events. Communicate their needs to their child's teacher and school Assist their students at home with homework and additional practice Attend parent conferences Communicate with teachers and administration

- Staff Training

Communicating student data with parents and goal setting based off data Content/Curriculum specific strategies that parents can implement at home with their students (Fundations Night, Literacy Night, etc.)

- Accessibility

Continue to hold meetings in accessible locations (1st floor, media center or cafeteria) Keep handicapped parking spaces clear/available Hold SAC meetings on the same night at the same time as a convenience for parents yet offer flexibility in dates and times for individual parent meetings/conferences. CLFs present at all applicable parent events/meetings.

Math

1. List prioritized needs statements.

Only one fourth (24.9%) of our primary students are proficient based on PM2 data (STAR). 19.8% of our 3rd-5th grade students are proficient in Math based on PM2 (FAST) data. K-5, only 11% of our students are at the mid or above grade level in Math and an additional 13% are at the early on grade level for Math based on the January 2026 iReady Diagnostic for a total of 24% of our total population. 7% of our students are three or more grade levels below in Math based on the Winter iReady diagnostic. In 3rd grade, 42% of our 3rd graders are in the red (at risk). 15% of our students are two or more grade levels below in the Math Domain of Numbers and Operations based on Winter iReady diagnostic.

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

As noted above, 20.4% of our students are chronically absent. If they are not in school, they are not learning. Students consistently missing school are missing instruction. Just as was the case in Literacy, our math students are not applying the skills taught in small group – they are stuck in DOK1. Students have limited vocabulary and lack background knowledge to make meaningful connections to real world problems/applications of math concepts. Students are not fluent in math facts. As mentioned above, 363 of our students are ELLs (53%) and 322 of them (47%) are receiving services. Just as in the case of ELA, in math, the number of students in need of differentiation and intervention is greater than the number of people available to provide support. Across all content area, classroom engagement and management strategies are under-utilized. Lack of strong skills for learning and life impedes students' academic focus at times.

3. Share possible solutions that address the root causes.

To increase parent engagement, hold parent conference days to go over individual data, including attendance. 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 or parent liaison hired to assist with the needs of students and families. Implement adaptive technology with fidelity for students to work both at their individual level while also working toward standards to best close the achievement gap Provide opportunities for students to work on math facts while simultaneously working on the standards. During math rotations and tier time, implement more rigorous activities. Provide professional development on enriching vocabulary, grades K-5; on differentiation and ESOL strategies; and on specific interventions/strategies to target math deficiencies. Identify, implement, and monitor appropriate additional interventions to close the achievement gap. Hold Professional Learning Communities to focus on setting high expectations and accommodations for diverse learners and plan for strategies. Provide additional supplies and resources for classroom teachers to prepare engaging, rigorous activities that address the achievement gaps. Provide opportunities to observe best practices of of high performing teachers or receive modeling by instructional coaches. Increase the use of visuals in the classroom, particularly around vocabulary and continue turn and talk using vocabulary words. Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. Allow for external professional learning opportunities for administration and staff to build capacity in their respective functions Students love games, so include number games for them. Teachers could motivate students by assigning class dojo points or SIS points More hours in tutoring To increase parent engagement, consider holding more than one math night. Maybe one each trimester Create an incentive for students with 90% attendance or better with the last Friday of every month a certificate/award. School Spirit Fridays to boost attendance on Fridays (i.e. pajama day, pep rallies, parades, etc.)

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

- Communication

Schedule parent conference days Continue Smore Monthly Newsletter and continue Attendance Matters Sections, add Math Corner

- Parent Training

Curriculum Nights Understanding their child’s data and using it to set goals The math night was very helpful. Provide more activities for us to do at home with our children.

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

- School

Provide resources in multiple languages so families may better support their students. Provide make & take activities for home. Provide hyperlinks in the newsletter to engage parents and students at home. Provide parent and family math night, at least one but more if possible.

- Students

Stay engaged in their learning and in specific tasks. Be accountable for incomplete work Actively participate in academic celebrations such as attendance initiatives, Math Night, Math Facts Challenge, vocabulary parade, etc. Practice math facts at home.

- Parents

Prepare their children for school each day and attend school events. Communicate their needs to their child's teacher and school Assist their students at home with homework and additional practice Check homework and work on math facts Attend math night Attend parent conferences Participate in school events and SAC Attend events planned by the school Help children with homework and math facts

- Staff Training

Communicating student data with parents and goal setting based off data Content/Curriculum specific strategies that parents can implement at home with their students (Math Night, STEM Night, etc.)

- Accessibility

Continue to hold meetings in accessible locations (1st floor, media center or cafeteria) Keep handicapped parking spaces clear/available Hold SAC meetings on the same night at the same time as a convenience for parents yet offer flexibility in dates and times for individual parent meetings/conferences. CLFs present at all applicable parent events/meetings.

Science

1. List prioritized needs statements.

46% of our 5th graders are proficient in Science as measured by the Winter Diagnostic. This is a 3% drop from our EOY proficiency of 49% and below our target of 51%. On the USAs, the percentage of students scoring above 60% correct (threshold) are as follows: Unit 1, 47% Unit 2, 63% Unit 3, 78% Unit 4, 49% Unit 5, 63%

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

Lack of explicit instruction around the standards K-4, requiring 5th grade to focus on gaps. At the time of the Winter Diagnostic, not all standards/benchmarks had been taught. Teachers conducted spiral reviews of the Fair Game Benchmarks from 3rd and 4th Grade while also presenting the 5th grade standards. Each USA had a higher percentage of students meeting the threshold than the diagnostic by at least 1 percentage point, some by double digits (17 and 32). Lack of support for differentiation and interventions for ELLs and SWDs As noted above, 20.4% of our students are chronically absent. If they are not in school, they are not learning. Students consistently missing school are missing instruction. Just as was the case in Literacy and Math, students are not applying the skills taught in small group – they are stuck in DOK1. Students have limited vocabulary and lack background knowledge to make meaningful connections to real world problems/applications of Science concepts. As mentioned above, 363 of our students are ELLs (53%) and 322 of them (47%) are receiving services. Across all content area, classroom engagement and management strategies are under-utilized. Lack of strong skills for learning and life impedes students' academic focus at times.

3. Share possible solutions that address the root causes.

Increase parent engagement by holding parent conference days to go over individual data, including attendance. 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 or parent liaison hired to assist with the needs of students and families. Provide professional development on enriching vocabulary, grades K-5; on differentiation and ESOL strategies in the Science classroom Hold Professional Learning Communities to focus on setting high expectations and accommodations for diverse learners and plan for strategies. Provide opportunities to observe best practices of high performing teachers or receive modeling by instructional coaches. Increase the use of visuals in the classroom, particularly around vocabulary and continue turn and talk using vocabulary words. Implement adaptive technology with fidelity for students to work both at their individual level while also working toward standards to best close the achievement gap Provide additional opportunities for teachers to collaborate, develop lessons, and appropriate instructional practices. Provide additional supplies and resources for classroom teachers to prepare engaging, rigorous activities that address the achievement gaps. Increase parent engagement by offering a parent night focused on science/STEM strategies/activities. Create an incentive for students with 90% attendance or better with the last Friday of every month a certificate/award. School Spirit Fridays to boost attendance on Fridays (i.e. pajama day, pep rallies, parades, etc.)

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

- Communication

Schedule parent conference days Continue Smore Monthly Newsletter and continue Attendance Matters Sections

- 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

Provide resources in multiple languages so families may better support their students. Provide make & take activities for home. Provide hyperlinks in the newsletter to engage parents and students at home. Increase the number of family nights

- Students

Stay engaged in their learning and in specific tasks. Be accountable for incomplete work Actively participate in academic celebrations such as attendance initiatives, STEM Night, vocabulary parade, etc. Read both literary and information texts

- Parents

Prepare their children for school each day and attend school events. Communicate their needs to their child's teacher and school Assist their students at home with homework and additional practice Include non-fiction books when reading with children, especially on topics that get them ready for the assessments. Wide range of topics rather than just fixated on single topics. Read and discuss with their children about topics that support Science

- Staff Training

In house PLC and targeted common planning Communicating student data with parents and goal setting based off data

- Accessibility

Continue to hold meetings in accessible locations (1st floor, media center or cafeteria) Keep handicapped parking spaces clear/available Hold SAC meetings on the same night at the same time as a convenience for parents yet offer flexibility in dates and times for individual parent meetings/conferences. CLFs present at all applicable parent events/meetings.

Action Step: Classroom Instruction

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

Budget Total: $162,093.10

Acct Description	Description

Certified Tutorial

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Certified Teachers will provide afterschool tutorial for students in grades K-5 (December - April) Extended learning opportunities to K-5 students outside the regular classroom day will have an instructional focus on oral language, phonics, vocabulary, fluency and comprehension. We aim to strengthen foundational skills Reading and Math to ensure students receive grade-level appropriate, differentiated standards-based instruction targeting level 1 and 2 students with particular attention on L25 students.	12	$37.00	2	1.5	22	Certified	Original	$29,304.0

Acct Description	Description
Computer HW; non-cap	**Item** / **Quantity** / **Rate** / **Type** / **Total** Headphones for students to use during the instructional day. / 30 / $26.25 / Original / $787.50
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** i-Ready Learning Magnetic Reading Student Gr. 3 / 140 / $12.75 / Instructional Materials / Original / $1,785.0 Kaplan Gel Writing Boards Stylus - Set of 6 / 15 / $14.90 / General Supplies / Original / $223.50 Kaplan Large Gel Writing Boards 8.5×7 - Set of 6 / 15 / $45.61 / General Supplies / Original / $684.15 Fundations Backpack Readers - First Grade / 6 / $575.00 / Instructional Materials / Original / $3,450.0 Shipping for Magnetic Readers & Fundations / 1 / $551.41 / General Supplies / Original / $551.41 Ink - Student Projects, Student Data Chats / 8 / $134.00 / Technology / Original / $1,072.0 I-Ready Learning Magnetic Reading Student Gr. 5 / 95 / $12.75 / Instructional Materials / Original / $1,211.25 White Copy Paper (Per Box) / 65 / $47.99 / General Supplies / Original / $3,119.35 Fundations Backpack Readers - Second Grade / 6 / $575.00 / Instructional Materials / Original / $3,450.0

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
i-Ready Learning Magnetic Reading Student Gr.4	100	$12.75	Instructional Materials	Original	$1,275.0
100 Pcs Plastic Folders with Pockets and Prong Folders with Prongs 2 Pockets	5	$66.99	General Supplies	Original	$334.95
Fundations Backpack Readers - Kindergarten	6	$629.00	Instructional Materials	Original	$3,774.0
Super Sticky Big Notes	10	$9.99	General Supplies	Original	$99.90
Sensational Math™ Place Value Discs - 10-Value Decimals to Whole Numbers: Set of 250	14	$16.29	Manipulatives	Original	$228.06
Mini Math Balance with Weights - Set of 10	5	$34.95	Manipulatives	Original	$174.75
Algebra Tiles Classroom Kit	1	$117.95	Manipulatives	Original	$117.95
Expo Low-Odor Dry Erase Chisel Tip Markers - Chisel Marker Point Style - Assorted - 36 / Box	35	$34.99	General Supplies	Original	$1,224.6
Jumbo Magnetic Double-Sided Money - Set of 52	10	$46.95	Manipulatives	Original	$469.50
Post-it Super Sticky Easel Pad, 8 pack, 25"x30"	5	$149.99	General Supplies	Original	$749.95
3 Prong Folder for Writing	25	$26.99	General Supplies	Original	$674.75
50 Pack Bulk Composition Notebooks College Ruled	10	$79.19	General Supplies	Original	$791.90

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td></td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Colored Index Cards- NEON (GR2-5)</td><td>50</td><td>$8.46</td><td>General Supplies</td><td>Original</td><td>$423.00</td></tr>
<tr><td>EXPO® Low-Odor Ultra-Fine Tip Dry-Erase Markers, Assorted Colors, Pack Of 36</td><td>35</td><td>$31.99</td><td>General Supplies</td><td>Original</td><td>$1,119.65</td></tr>
<tr><td>Jumbo Magnetic Algebra Tiles</td><td>1</td><td>$26.95</td><td>Manipulatives</td><td>Original</td><td>$26.95</td></tr>
<tr><td>Small Dry Erase White Board – TANKEE Magnetic Desktop Foldable Whiteboard Portable Mini Easel Double Sided on Table Top with Holder for Drawing, Teacher Instruction, Memo Board</td><td>30</td><td>$21.99</td><td>General Supplies</td><td>Original</td><td>$659.70</td></tr>
<tr><td>Pre-Sharpened Pencils, Pack of 72</td><td>12</td><td>$17.99</td><td>General Supplies</td><td>Original</td><td>$215.88</td></tr>
<tr><td>Write Score Grade 5 Workbook</td><td>110</td><td>$11.56</td><td>Instructional Materials</td><td>Original</td><td>$1,271.6</td></tr>
<tr><td>Write Score Grade 3 Workbook</td><td>140</td><td>$11.56</td><td>Instructional Materials</td><td>Original</td><td>$1,618.4</td></tr>
<tr><td>Write Score Grade 4 Workbook</td><td>140</td><td>$11.56</td><td>Instructional Materials</td><td>Original</td><td>$1,618.4</td></tr>
<tr><td>Final Allocation Differential</td><td>1</td><td>$1,054.00</td><td>General Supplies</td><td>Original</td><td>$1,054.0</td></tr>
</table>
</td></tr>
<tr><td>Resource Teacher</td><td>This Reading Resource teacher will provide push-in and pull out reading interventions, in grades K-2 through small group targeted instruction for ELL, SWD, lowest 25%, retained 3rd graders, and other students with reading deficiencies.</td></tr>
</table>

Acct Description	Description
Charter bus	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>5th Grade College tour to support our mission to close the achievement gap by preparing students for post-secondary success. Students will take a campus tour of Lynn University to learn about the university's facilities as well as student life, culture on campus, academics, and programs offered by the institution. December 2026</td><td>2</td><td>$1,500.00</td><td>Original</td><td>$3,000.0</td></tr></table>
Resource Teacher	This Math Resource Teacher will provide push-in math instructional support, as well as individualized intensive student intervention, in grades K-5 through small group and targeted instruction for ESE students, lowest 25%, and retained third (3rd) graders.

Action Step: Parent and Family Engagement

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

Budget Total: **$6,241.15**

Acct Description	Description
Enrichment Contracts	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>Cox Science Center will provide a family STEM Night with 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.</td><td>1</td><td>$550.00</td><td>Original</td><td>$550.0</td></tr></table>

Acct Description	Description
Online subscription	

Item	Quantity	Rate	Type	Total
Smores will be used 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	$1,050.0
BT 542024 - Increased budget line to cover smores total cost	1	$35.00	Budget Transfer	$35.00

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Student Agendas (K-2)	400	$4.50	General Supplies	Original	$1,800.0
Colored Copy Paper (Ream) - Parent Workshops resources, flyers, and communication.	25	$22.99	General Supplies	Original	$574.75
Avery Neon Labels for events	15	$24.99	General Supplies	Original	$374.85
Problem Solving Bingo for Game Night	20	$14.99	Manipulatives	Original	$299.80
Multiplication Bingo for Math Night	20	$14.99	Manipulatives	Original	$299.80
Avery White Labels for mailings & events	10	$35.99	General Supplies	Original	$359.90
Splash Addition Game for Math Night	20	$12.99	Manipulatives	Original	$259.80
File Folders for parent trainings/data chat nights, multi colored (orange, purple, green)	15	$27.49	General Supplies	Original	$412.35

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Card Stock	10	$25.99	General Supplies	Original	$259.90
BT 542024 - Reduced parent engagement supplies to cover smores subscription increase	-1	$35.00	General Supplies	Budget Transfer	-$35.00

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: **$192,133.75**

Acct Description	Description
Single School Culture Coordinator	This 216-day Single School Culture Coordinator (SSCC) will coordinate and lead Professional Learning Communities (PLCs); lead school based team; deliver Professional Learning (PL) to staff; analyze student assessment data to determine school PL needs and plans; build capacity of teachers through observing an coaching teachers, as well as modeling instructional strategies. This SSCC will focus on teams in grades 3- across all content areas (Math, ELA, Science).
LTF	This Learning Team Facilitator will guide ELA K-2 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.

Acct Description	Description
Coach	This Math Coach will build capacity of K-5 teachers through observation, feedback, and coaching; modelin of instruction; and planning (including instructional practices) with teachers based upon student achieveme data; researches and provides pedagogical best practices and strategies for teachers that best support student learning.
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Professional Learning Book Study using Rock Your Literacy Block: Mighty Moves to Organize Your Day and Optimize Student Learning (The Science of Reading in Practice) by Lindsay Kemeny.</td><td>25</td><td>$22.99</td><td>General Supplies</td><td>Original</td><td>$574.7</td></tr></table>

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 & SAC Chair
Lauren Battista	Learning Team Facilitator & School Based Team Leader
Nadia Vidal	ESE Contact
Jessica Grasso Finale	ESOL Coordinator
Maria Fernandez	Parent and CLF
Fergens St. Louis	Parent
Aspil Elysee	Parent
Kalinda Dossous	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, (10/7/26), 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 2026. During this meeting, the current year's 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 2026 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 2026, 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 FY27 funds might be spent in all areas but with specific focus on parent and family engagement. Data driven recommendations included: * Parent trainings around the content areas with resources for families to use with their children at home. * 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.

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?

Wednesday, October 7, 2026, 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 * SY27 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 understanding of mathematical problem solving skills and which strategies, manipulatives, and tools best support each skill. 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, and photos of use with families on Math Night or in other contexts.

- Month of Training

September 2026

- 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, Handouts, Presentation 2) Sign in Sheets 3) Sample data that was provided 4) Sample completed goal setting sheet and/or conference notes from a conference where data was shared and goals were set.

- Month of Training

January 2027

- Responsible Person(s)

Erin Walsh

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 and guardians will use manipulatives and tools with their children to work through math problems and interactive activities/games as they build problem solving skills that they will be able to use at home to support the learning that is taking place at school.

- 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 24, 2026

- Responsible Person(s)

Erin Walsh & Joy Barnes

• Resources and Materials

Multiplication Bingo 20 × 14.99 = 299.80 Problem Solving Bingo 20 × 14.99 = 299.80 Splash Addition Game 20× 12.99 = 259.80 Card Stock 5 × 25.99 = 129.95 Colored copy paper 5 × 22.99 = 114.95 Avery Neon Labels 2 × 24.99 = 49.98

• Amount (e.g. $10.00)

$1,154.28

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

Thursday, January 21, 2027

• Responsible Person(s)

Erin Walsh and Homeroom Teachers

• Resources and Materials

File Folders 15 × 27.49 = 412.35 Colored copy paper 5 × 22.99 = 114.95 Avery Neon Labels 2 × 24.99 = 49.98

• Amount (e.g. $10.00)

577.28

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

February 25, 2027

- Responsible Person(s)

Erin Walsh and Faculty/Staff

- Resources and Materials

Colored copy paper 5 × 22.99 = 114.95 Avery Neon Labels 2 × 24.99 = 49.98 Card Stock 5 × 25.99 = 129.95

- Amount (e.g. $10.00)

294.88

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 when requested. The department also provides resources such as heritage language dictionaries, specialized headphones, and summer reading resources.

- 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. The department also provides professional development to teachers as needed to support the instructional needs of the classrooms.

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

Sample parent communication, conference notes, email, sample procedural safeguards, and professional development resources when applicable, 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 as well as students 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 flyers, agendas, sign-in sheets, minutes, ParentLink reports, Newsletters, 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. Finally, one of our Parent Trainings, Collaborative Goal Setting, involves teaching parents how to read their child's data and help them set measurable goals.

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

Copy of relevant google slides from Curriculum Night and Title I Parent 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 as needed, parent trainings, and IEP/LEP meetings as needed.

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

1) Agendas in all languages, sign in sheets, 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

Starlight Cove Elementary is an ADA compliant building, with the 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 enhancementis 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 the Migrant Education Program in our Title I Annual Meeting, including information about the distribution of uniforms, school supplies, etc. to help migrant families. Referrals made to Migrant Department if necessary.

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

Agendas and sign in sheets from meeting(s) 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 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 partners. Information about available outside services, if needed, is provided as well.

• 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 if applicable, flyers about clothes closet, distribution logs for donated uniforms and school supplies as needed, email communication from community partners about donations/supplies as applicable.

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? 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. To incentive showing strong character, each month teachers identify one student on the grade level who exemplifies the Character Now trait of the month. They receive a certificate signed by the school counselors and the school principal and the six names (one per grade level) are put into a drawing for a bike from our partnership with Jack the Bike Man. Additionally, monthly, each homeroom teacher submits to the school libraian the name of a student from their class who exemplifies the monthly character trait. The librarian provides those students with a token to "buy" a book from our book vending machine. 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 classrooms have a peace place/calm corner -- a safe, positive zone in the room meant for self-soothing and processing emotions, used to support resilience, coping skills and self-regulation. 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. If needed, we might reach out to district support from Safe Schools, Curriculum, Multicultural, or the ESE Department. 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 to them. 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, and Literacy Lab. Our PE Teacher implements 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 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. On Fridays, Starlight Cove has STEMsational Fridays, schoolwide hands-on STEM activities in the math and science blocks in the form of experiments, challenges, and creative projects

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. On Fridays, faculty, staff, and students are encouraged to wear college/university apparel. Our 5th grade students tour a local university each year, learning about campus highlights, specific academic programs offered, student life, and campus culture. The tour sparks excitement and interest in our students, letting them understand some of the opportunities available to them. 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. Summer learning (literacy and numeracy) kits are provided to 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 gather evidence that a beginning teacher has demonstrated the required Florida Educator Accomplished Practices (FEAPs) 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 in depth training around the BEST Standards and differentiated instruction. Continued professional development around these topics allows for greater depth of knowledge and building of expertise and leads to greater student success. 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 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.