The School District of Palm Beach County

Coral Reef Elementary School

2016-17 Schoolwide Improvement Plan

Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

https://cres.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Reef Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Coral Reef Elementary, along with the School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Coral Reef Elementary, along with the School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Continuous communication between classroom teachers and students and their parents is an administrative expectation at Coral Reef. Developing and fostering positive relationships with open communication between teachers and their students and parents is a priority. Understanding diversity within cultures is a natural part of the work we do with our students and families. Further, the Parent Teacher Organization (PTO), School Advisory Council (SAC) as well as administration and staff continuously work toward ensuring that as many cultures as possible are represented and participate in collaborative activities throughout the year. This helps maintain diversity in thought and action within our unique school culture.

Our school will infuse the content required by Florida Statute 1003.42(2) S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's contributions
* Sacrifices of Veterans

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

The School Wide Positive Behavior Support or SPLASH Program is an administrative expectation and implemented by all staff at Coral Reef. The SPLASH Program has three main areas of focus and they include the expectation that students are SAFE, RESPECTFUL and RESPONSIBLE. There is a matrix that explicitly states what these behaviors look like throughout all settings within the school. Students receive positive reinforcement in the form of "SPLASH Cash" when caught being safe, respectful or responsible. This same program is used with additional positive reinforcement in our Aftercare Program. The environment is saturated with this language and it is reinforced by all parents through a daily/weekly home communication SPLASH folder, grades K-5.

BPIE - Our school will infuse content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. This year our school will

continue to emphasize the use of people 1st language; all teachers will receive job embedded technical assistance on inclusion practices and the Fine Arts Team will have modifications pages for all IEP students.

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

The SPLASH Program is a positive reinforcement plan that provides a basis for consistent expectations school wide. Additionally, our Character Education program includes a continuous focus on the six pillars of Character. Our SPLASH committee, consisting of staff, school counselor and administration, review data regularly to ensure student behaviors that show up as negative are properly supported for modification and communicated to individual students, staff and parents. The discipline system in place is progressive in nature with a strong focus on personal choices and helping students understand the impact of their choices on self and others. The faculty handbook states the procedures to follow to ensure discipline is fair and consistent.

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

Social emotional needs of students are met through the strong relationships that teachers and staff develop and foster with students. Additional supports are in place through the guidance program and include the Listener Program, Peer Mediators Program, Small Group Counseling, Individual Counseling, Character Counts Program, Character Education Assemblies and One on One Mentoring. Our Safety Patrols are trained to serve and guide the youngest students. Additionally, they assist their peers by serving as mentors and buddies. Our school police resource officer has a mentoring philosophy and is an additional adult who supports individual students. The officer also provides instruction about healthy and safe choices with groups of students.

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

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

Students with excessive absences are brought to the School Based Team to ensure plans are put in place to encourage school attendance.

Students with one or more suspensions are brought to the School Based Team to ensure plans are put in place to improve individual behavior.

Students below proficiency or students who score a Level 1 on a statewide assessment in English Language Arts or Math, K-5, are provided Immediate Intensive Instruction (iii), for 30 minutes daily in addition to the already required instruction. If improvement does not occur consistently, the student is brought to the School Based Team to ensure plans are put in place to improve student progress.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	14	10	15	12	13	0	0	0	0	0	0	0	84
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	9	24	30	32	27	16	0	0	0	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	27	26	35	0	0	0	0	0	0	0	88

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	4	25	19	15	0	0	0	0	0	0	0	70

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

English Language Arts - iReady Reading, Wilson Reading Program, Fundations Reading Program, Reading A to Z Program, Just Words, Extension of Individual's Needs Regarding Reading Instruction, LLI Reading Program

Mathematics - iReady Math, Soar to Success Math Program, Extension of the Individual's Needs Regarding Math Instruction

Behavior - Positive Reinforcement Based Behavior Plans, Positive Behavior Interventions, Functional Behavior Assessment, SPLASH Classroom Management Tracking Form

Attendance - Positive Reinforcement Plans for Students and Documented Conferences with Teachers/Parents through School Based Team Process

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Coral Reef expects to meet 100% of parent involvement based on the Five Star Criteria. Our teachers and staff work with parents in a variety of ways to increase communication and parental involvement. A school newsletter, which includes our school's mission and vision statements, is sent to parents bi-weekly. Included in the newsletter are opportunities for our parents and community to participate in school-wide events and activities, information on school and district policies, and individual student achievement. Often we showcase students and teachers of character in order to promote our School Wide Positive Behavior Program. Our active PTO also informs parents of upcoming events through

their "Dolphin Chatter," which is an online newsletter. Our PTO also organizes many exciting monthly events including Family Fun Nights, guest speakers and fund raisers. Through the PTO liaison and an active partnership between administration and staff, Coral Reef has moved from a Green School of Promise to A Green School of Quality. Parents also have the opportunity to communicate with their child's teacher daily through the use of their Student Planner. Teachers check them daily for parent communication. Parents are also encouraged to utilize Edline, an electronic communication program, to access information on their child's performance in class/es. Progress Reports and Mid Progress Reports are sent home at designated times throughout the school year which inform parents of their child's progress. Our PTO has a Facebook page to encourage communication. The principal, assistant principal and other staff members have Twitter accounts to engage parent communication.

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

Coral Reef is fortunate to have a wonderful business partner liaison who fosters positive relationships with the businesses in our community. Our school encourages local businesses to participate in our school's "Business Partner" program, where they donate a percentage of their proceeds in monthly activities/events or provide goods or services as needed through out the school year. Coral Reef publishes a local Business Partner brochure and provides it to our parents so they may choose to utilize their services. Banners are placed on our school fence displaying the names and logos of our Business Partners to encourage support and participation from our community.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Moretto, Bobbi	Principal
DiPietro, Toni	Assistant Principal
Pascarella, Marissa	Psychologist
Ahern, Allison	Teacher, ESE
O'Halloran, Jenny	School Counselor

b. Duties

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

Each Leadership team member is responsible for providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers and parents. Members include the principal, assistant principal, guidance counselor, ESE contact, ELL teacher, school psychologist and teachers of individual students. They attend all meetings so that there is consistency when reviewing ongoing progress of students. Data is tracked and monitored through weekly School Based Team meetings and Monthly Data Team meetings. Members review data and present current best practices throughout the year in small groups, large groups with individual teachers and parents as needed.

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

Students who are not meeting proficiency standards or who have severe behavioral concerns, are brought forward regularly for MTSS intervention. Parents and teachers of the students attend an initial meeting and a researched based strategies plan is developed. This plan is put in place and is monitored daily with weekly assessments. Additional MTSS meetings are held in order to determine whether or not the student will continue, change or stop the strategies in place.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We continuously review, revise and adapt strategies/support during faculty, data, learning team, vertical content team and MTSS (aka School based Team), Child Study and English Language Learner meetings. We instill an appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our SAI provides supplemental reading instruction for our most struggling second, third and fourth grade students in addition to their 90 minutes of uninterrupted reading daily.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Bobbi Moretto	Principal
Jennifer Konz	Teacher
Lisa Kronhaus	Parent
Maria Marinas	Education Support Employee
Marlo Scott	Parent
Ericka Serkin	Business/Community
Evelyn Francis	Teacher
Mayra Moragado	Parent
Adriana Ellison	Parent
Jose Flamenco	Teacher
Lauren Stone	Teacher
Gillian Tossy	Parent
Michelle Vaughn	Parent
Sirisha Akella	Parent
Carrie Ristau	Parent
Elmarie Esser	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews and continually discusses the progress of students and the school in meeting the goals set each year. Support of the strategies and student progress is reviewed at the monthly SAC meetings.

b. Development of this school improvement plan

SAC discusses the SIP, provides input regarding goals and strategies included in the SIP and they approve the final SIP. They also support teachers and students throughout the year in their effort to maintain high levels of achievement on all assessments. As a Five Star School, our new initiative for FY17 is to move beyond a Green School of Quality, by increasing our overall involvement with sustainability efforts with our school community.

c. Preparation of the school's annual budget and plan

The SAC reviews the submitted budget for the SIP. The priorities of the budget include the following: payment for tutorial programs for students in third grade and if available, intermediate grades based upon standardized test results, a stipend of $500 for the School Based Team Coordinator, and instructional materials needed by teachers to support student proficiency and growth in ELA and Mathematics.

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

The FY16 budget was $12,000. A stipend of $500 for the SBT coordinator was paid. The two main SIP goals included reading and math proficiency with a $6000 budget for reading and $6,000 for math, which could have been spent on sub coverage for professional development, afterschool tutorial and classroom supplies. A total of $6,000 was spent on reading materials/supplies for teachers to provide instruction for the most struggling students. There was a carryover balance for FY17 of $6,000.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Moretto, Bobbi	Principal
DiPietro, Toni	Assistant Principal
Scott, Dana	Teacher, K-12
Ahern, Allison	Teacher, ESE
Bogler, Jennifer	Teacher, K-12
Balassone, Amy	Other
King, Kelly	Teacher, K-12
Matteodo, Jennifer	Instructional Media
Damiani, Susan	Teacher, K-12
Fernandez, Laura	Teacher, K-12
Heath, Lori	Teacher, K-12
James, Ashley	Teacher, K-12
Hotaling, Keisha	Teacher, K-12
O'Halloran, Jenny	School Counselor
gadberry, jennifer	Teacher, K-12
bucarano, janet	Teacher, K-12
paccione, christine	Teacher, K-12
Griffiths, Victoria	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT consists of: Bobbi Moretto, Principal, Toni DiPietro, Assistant Principal, Jenny O'Halloran, Allison Ahearn, Christine Paccione, Amy Balassone, Kelly King, Dana Scott, Jennifer Gadberry, Janet Bucarano, Keisha Hotaling, Jennifer Bolger, Jennifer Matteodo, Victoria Griffiths, Susan Calabretta, Lori Heath, Laura Fernandez, Ashley James. The literacy committee reviews current best practices in a vertical format. The team discusses the components of balanced literacy and what practices are occurring within classrooms and how to deepen school wide best practices. Incentives to promote literacy include the Sunshine State Readers Program (3-5), The Florida Reading Association (FRA) (K-2), Book Clubs, Scholastic Summer Challenge - Reading for the World Record, i-Ready and the Reading Counts program.

D. Public and Collaborative Teaching

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

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

Professional Learning Communities (PLC's) are held approximately every 5-7 days for about 90 minutes per grade level. During PLC's teachers share best practices and specific strategies to improve student growth and deepen an understanding of the standards. This is a teacher centered learning community with a focus on improving student outcomes. There are also vertical content area teams in which teachers collaborate about instruction and current practices per grade level.

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

Regular meetings of new teachers with principal, partnering new teachers with veteran staff, soliciting referrals from current employees and work with district staff to recruit and/or attend district job fairs.

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

All teachers new to Palm Beach County participate in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, written and oral feedback.

Every new teacher is mentored by a clinical education trained teacher on the same or similar grade level/ department. In addition to the clinical education mentor, a buddy is assigned for added support. This enables new faculty members to have more than one person to receive support from throughout the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Coral Reef creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, math and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Students take Unit of Study Assessments (USAs), Florida Standard Quizzes (FSQs) and Diagnostic assessments to help teachers know what students have mastered and what needs to be retaught.

b. Instructional Strategies

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

The Leveled Literacy Intervention (LLI) system provides explicit intensive supplementary daily lessons with a low teacher student ratio. The teacher is specifically trained to implement the program and communicates with the regular classroom teacher and parent(s) on a regular, consistent basis. Students work on comprehension, fluency and vocabulary development. In addition, meetings are held on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards for their grade level. Teacher schedules are created by administration with an uninterrupted 90 minute reading block and provide time for iii instruction based on the students' needs. Student progress is monitored for their class and grade level during Professional Learning Community Meetings and other data meetings held by the administrative team. Teachers conduct data chats with their students and choose methods of instruction based on the needs of their students. In addition to LLI, other programs such as Reading A to Z, Fundations and Wilson are used to move students in their reading skill deficits.

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

Strategy: After School Program

Minutes added to school year: 5,280

Students are provided the opportunity to participate in many after school enrichment activities such as, Music Club, World Drumming Club (Reef Beat), Chess Club, Chorus, Dance Club (KEM Kids), Drama Club, Book Club, Art and Mind Games.

Strategy Rationale

Participation in these enrichment activities stimulates the verbal/linguistic, musical/rhythmic and Interpersonal & Intrapersonal intelligence of our students in order to foster development of the whole person.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
DiPietro, Toni, toni.dipietro@palmbeachschools.org

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

Enrollment per program each year

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Coral Reef has a staggered start for incoming Kindergarten students. Parents are encouraged to bring children to Coral Reef before school starts for a tour and for a brief academic assessment. Parents of Students with Disabilities (SWD) in the Pre-K program participate in Child Study Team (CST) transition meeting prior to entering kindergarten. Fifth grade students go on a field trip to our feeder middle school, Woodlands Middle. Parents of fifth grade SWD participate in CST transition meetings prior to entering sixth grade.

b. College and Career Readiness

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

Coral Reef has a school-wide Career Week planned and implemented by the Guidance Committee. All grade levels K-5 participate in Career Education classroom lessons and listen to speakers from the community and local businesses as they share information about specific careers throughout the week. On-line, grade level specific activities are provided to teachers to utilize in the classroom to promote and reinforce career awareness.

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step [🔑 S123456] = Quick Key

Strategic Goals Summary

G1. If teachers use effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If teachers use effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade. `1a`

🔑 G083611

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	91.0
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- Understanding how to align standards based instruction with ongoing assessment.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Scholastic Reading Program

- Remediation Programs: Wilson, Fundations, A to Z Reading Program, Leveled Literacy Instruction (LLI)

- Primary and Intermediate Literacy Coaches

- Supplemental Academic Instruction (SAI) Teacher

- Units of Study

- FSQs for Literacy

- i-Ready Online Resource

Plan to Monitor Progress Toward G1. `8`

Reading proficiency data monitoring for all students

Person Responsible
Bobbi Moretto

Schedule
Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion
Palm Beach Performance Assessment, Reading Running Records K-5, FSQs 2-5, Diagnostics 3-5

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If teachers use effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade. 1

🔑 G083611

G1.B1 Understanding how to align standards based instruction with ongoing assessment. 2

🔑 B221910

G1.B1.S1 Professional development will be provided for teachers in rigorous standards based instruction aligned to assessments. 4

🔑 S234167

Strategy Rationale

Teachers need support in personalizing learning for individual student growth.

Action Step 1 5

Standards will be unpacked in Professional Learning Communities

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Marzano scales

Action Step 2 5

Provide professional development to assist teachers in providing small group reading remediation

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Participation in PLCs

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Feedback from PLCs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Teacher lesson planning for individual/small groups

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data chats with teachers about student goals

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Classroom observations of standards based instruction

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Formal and informal feedback to teachers regarding instructional delivery

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

Effective use of standards based scales

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student understanding of progression on standards based scales

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

Student data is used effectively to personalize student instruction

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Running records, iReady, Performance Matters, PBPA results, Diagnostics, Small Group Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔍 M305485	Classroom observations of standards based instruction	Moretto, Bobbi	9/12/2016	Formal and informal feedback to teachers regarding instructional delivery	6/2/2017 weekly
G1.B1.S1.MA4 🔍 M305486	Effective use of standards based scales	Moretto, Bobbi	9/12/2016	Student understanding of progression on standards based scales	6/2/2017 weekly
G1.B1.S1.MA5 🔍 M305487	Student data is used effectively to personalize student instruction	Moretto, Bobbi	9/12/2016	Running records, iReady, Performance Matters, PBPA results, Diagnostics, Small Group Data	6/2/2017 weekly
G1.B1.S1.MA1 🔍 M305488	Participation in PLCs	Moretto, Bobbi	9/12/2016	Feedback from PLCs	6/2/2017 weekly
G1.B1.S1.MA2 🔍 M305489	Teacher lesson planning for individual/ small groups	Moretto, Bobbi	9/12/2016	Data chats with teachers about student goals	6/2/2017 weekly
G1.B1.S1.A1 🔍 A300994	Standards will be unpacked in Professional Learning Communities	Moretto, Bobbi	9/12/2016	Marzano scales	6/2/2017 biweekly
G1.B1.S1.A2 🔍 A300995	Provide professional development to assist teachers in providing small group reading remediation	Moretto, Bobbi	9/12/2016	PLC agendas	6/2/2017 biweekly
G1.MA1 🔍 M305490	Reading proficiency data monitoring for all students	Moretto, Bobbi	9/12/2016	Palm Beach Performance Assessment, Reading Running Records K-5, FSQs 2-5, Diagnostics 3-5	6/8/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Standards will be unpacked in Professional Learning Communities**				**$0.00**
2	G1.B1.S1.A2	**Provide professional development to assist teachers in providing small group reading remediation**				**$6,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2581 - Coral Reef Elementary School	School Improvement Funds		$5,500.00
			Notes: Program materials for teacher use in small group instruction.			
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		$500.00
			Notes: School Based Team Coordinator Stipend for Multi-Tiered System of Support Process			
					Total:	**$6,000.00**