

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Coral Reef Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will student their academic success. All students are:

* Collaborating in a student-centered personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

*Empowered and supported through high expectations to be college and career ready. Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of service to feel safe, supported and cared for by peers, adults, and the broader community.

Single School Culture for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust and Assessment Literacy based on the Stiggins Model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- * Articulation of academic targets-unpacking of standards.
- * Development of a data stream
- * Analysis of student data (strengths, and weaknesses) and student work (rigor and rel-valence)
- * Alignment of curriculum/instruction/assessment to standards
- * Sharing strategies for corrective instruction

Student involvement in the academic process is key. Students learn to articulate the academic targets, analyze their own data, derive feedback and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 as well as a continuous anti-bullying school climate . In addition we h 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	13	14	11	11	18	15	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	41	45	56	0	0	0	0	0	0	0	142

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	0	4	3	20	28	16	0	0	0	0	0	0	0	71

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, Foundations Reading Program, Reading A to Z Program, Just Words, Extension of Individual's Needs Regarding Reading Instruction, LLI Reading Program, Lively Letters, SRA Mastery

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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. A parent link system is used for community call outs regularly.

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

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
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, 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.

The School Based Team uses data tracking, including CBM Probes for monitoring progress of students brought forth for Tier 3 services.

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
Ericka Serkin	Business/Community
Mayra Moragado	Parent
Adriana Ellison	Parent
Gillian Tossy	Parent
Michelle Vaughn	Parent
Sirisha Akella	Parent
Carrie Ristau	Parent
Elmarie Esser	Parent
Glorene Jacobs	Education Support Employee
Elan Klein	Parent
Susan Damiani	Teacher
Tamekia Morris	Parent
Adela Almazan	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 FY18 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 FY17 budget was \$11,249.75. A stipend of \$500 for the SBT coordinator was paid. The main SIP goal included reading proficiency with a \$4659.75 budget for reading resources for teachers to

personalize instruction for low performing students. The funds were a carryover for FY18 with added dollars from the state. The beginning balance for FY18 is \$6,597.

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
Bogler, Jennifer	Teacher, K-12
Balassone, Amy	Other
Matteodo, Jennifer	Instructional Media
Damiani, Susan	Teacher, K-12
Heath, Lori	Teacher, K-12
Hotaling, Keisha	Teacher, K-12
O'Halloran, Jenny	School Counselor
paccione, christine	Teacher, K-12
Griffiths, Victoria	Teacher, K-12
Rogers, Andrea	Teacher, K-12
Richardson, liliana	
Christensen, Robin	
Palkovitz, Tami	

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, Liliana Richardson, Christine Paccione, Amy Balassone, Robin Christensen, Dana Scott, Andrea Rogers, Tami Palkovitz, Keisha Hotaling, Jennifer Bolger, Jennifer Matteodo, Victoria Griffiths, Susan Calabretta, Lori Heath. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring that ALL students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous task encompassing the full extent of the standards actively engaging in building, connecting and applying knowledge, collaborating in a student-centered, personalized environment., and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging for positive working relationships with teachers is participation in Professional Learning Community (PLC). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocol are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored an instruction is modifies as need based on decisions made through collaboration.

PLC's are held approximately every 5 days for 60 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.

All students are immersed in rigorous task encompassing the full intent of the standards. Students are actively engaged in complex text, task, talk using evidence from text creating work samples that are standards-based and rigorous. . Students are engaged in mathematical practices relating new concepts to prior skills and target the rigor called for by the standards. Students are actively engaged in building, connecting, and applying knowledge Students are actively engaged in purposeful, relevant, real world activities demonstrating understanding of learning. Students collaborate in student-centered personalized environment. Students take ownership of their learning through voice and choice to show mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

Students are empowered and supported through high expectations to be college and career ready. Students consistently experience rigorous, standard-based instruction grounded in the expectation that all students can succeed, Students have access to a support system of services to feel safe, supported and cared for by peers, adults, and the broader community.

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, Foundations 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Coral Reef Elementary 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.

To assist with the transition of school-based and community children into the kindergarten program at Coral Reef Elementary we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children

Providing of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

Collaborating with other child and family support agencies to promote school readiness (such as Bridges)

Creating website offerings about transition to kindergarten resources for families

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

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

G094777

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	91.0
FSA ELA Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Selecting complex text appropriate for the development of a task aligned to the rigor of the standard and design lessons that embed scaffolds to support student mastery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scholastic Reading Program
- Remediation Programs: Wilson, Foundations, 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
- Lively Letters
- iReady ELA Workbooks Gr. 2-5
- Foundations ELA Workbooks Gr. K-1

Plan to Monitor Progress Toward G1. 8

Reading Proficiency Data Weekly Monitored

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

K-5 iReady, FSQs & USAs Gr. 2-5

Plan to Monitor Progress Toward G1. 8

Reading Proficiency Data Trimesterly Monitored

Person Responsible

Bobbi Moretto

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Palm Beach Performance and Running Records

Plan to Monitor Progress Toward G1. 8

Reading Proficiency Data Mid Year Monitor

Person Responsible

Bobbi Moretto

Schedule

Semiannually, from 12/11/2017 to 12/31/2017

Evidence of Completion

Gr. 3-5 Diagnostic Assessments

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

G094777

G1.B5 Selecting complex text appropriate for the development of a task aligned to the rigor of the standard and design lessons that embed scaffolds to support student mastery. 2

B254847

G1.B5.S1 Deepen instructional staff's understanding of the pillars of effective instruction with an emphasis on immersing students in actively engaged complex texts, tasks and talk, which encompass the full intent and rigor of the standards. 4

S269246

Strategy Rationale

Action Step 1 5

Administrators will provide coaching feedback to teachers after conducting any form of observation (formal/informal) to enhance the teaching and learning experience that improve their planning and delivery of instruction.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Marzano Observations, Learning Walk and PLC Feedback

Action Step 2 5

Monthly Professional Development for teachers at school site.

Person Responsible

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas and School Master Calendar, lessons plans, Palm Beach Performance Assessment Data,

Action Step 3 5

Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack the standards and benchmarks.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC minutes including standards reviewed and school calendar.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Leadership Coaching Reviewed Per Week

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Marzano Observation Schedule, Learning Walk and PLC

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monthly Professional Development

Person Responsible

Bobbi Moretto

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School Calendar, student journals, lesson plans, Palm beach Performance Assessment data,

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Head Leadership Will Review Standards Based Student Data Outcomes Weekly (Principal & Assistant Principal)

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

USAs, FSQs, iReady Reports, Running Records, Formative Data: PLC Protocol, Student Data Goal Sheets, Interactive Anchor Charts, Student Writing Samples, Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Participation in district professional developemnt.

Person Responsible

Bobbi Moretto

Schedule

On 6/1/2018

Evidence of Completion

staff sign-in sheets, student journals, teacher 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
2018					
G1.MA3 M383998	Reading Proficiency Data Mid Year Monitor	Moretto, Bobbi	12/11/2017	Gr. 3-5 Diagnostic Assessments	12/31/2017 semiannually
G1.MA1 M383996	Reading Proficiency Data Weekly Monitored	Moretto, Bobbi	8/14/2017	K-5 iReady, FSQs & USAs Gr. 2-5	6/1/2018 weekly
G1.MA2 M383997	Reading Proficiency Data Trimesterly Monitored	Moretto, Bobbi	8/14/2017	Palm Beach Performance and Running Records	6/1/2018 triannually
G1.B5.S1.MA1 M383992	Head Leadership Will Review Standards Based Student Data Outcomes Weekly (Principal & Assistant...	Moretto, Bobbi	8/14/2017	USAs, FSQs, iReady Reports, Running Records, Formative Data: PLC Protocol, Student Data Goal Sheets, Interactive Anchor Charts, Student Writing Samples, Student Work Samples	6/1/2018 weekly
G1.B5.S1.MA4 M383993	Participation in district professional developemnt.	Moretto, Bobbi	8/14/2017	staff sign-in sheets, student journals, teacher data	6/1/2018 one-time
G1.B5.S1.MA1 M383994	Leadership Coaching Reviewed Per Week	Moretto, Bobbi	8/14/2017	Marzano Observation Schedule, Learning Walk and PLC	6/1/2018 weekly
G1.B5.S1.MA3 M383995	Monthly Professional Development	Moretto, Bobbi	8/14/2017	School Calendar, student journals, lesson plans, Palm beach Performance Assessment data,	6/1/2018 monthly
G1.B5.S1.A1 A359308	Administrators will provide coaching feedback to teachers after conducting any form of observation...	Moretto, Bobbi	8/14/2017	Marzano Observations, Learning Walk and PLC Feedback	6/1/2018 weekly
G1.B5.S1.A2 A359309	Monthly Professional Development for teachers at school site.		8/14/2017	Agendas and School Master Calendar, lessons plans, Palm Beach Performance Assessment Data,	6/1/2018 monthly
G1.B5.S1.A3 A359310	Provide collaboration and common planning time within and across grade levels to ensure teachers...	Moretto, Bobbi	8/14/2017	PLC minutes including standards reviewed and school calendar.	6/1/2018 weekly

V. Professional Development Opportunities

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

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.

G1.B5 Selecting complex text appropriate for the development of a task aligned to the rigor of the standard and design lessons that embed scaffolds to support student mastery.

G1.B5.S1 Deepen instructional staff's understanding of the pillars of effective instruction with an emphasis on immersing students in actively engaged complex texts, tasks and talk, which encompass the full intent and rigor of the standards.

PD Opportunity 1

Administrators will provide coaching feedback to teachers after conducting any form of observation (formal/informal) to enhance the teaching and learning experience that improve their planning and delivery of instruction.

Facilitator

Administrators

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

VII. Budget

1	G1.B5.S1.A1	Administrators will provide coaching feedback to teachers after conducting any form of observation (formal/informal) to enhance the teaching and learning experience that improve their planning and delivery of instruction.				\$6,597.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Substitute coverage cost needed for teacher participation in PD and/or Learning Walks during student contact hours.</i>			
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		\$5,597.00
			<i>Notes: ELA Tutorial - Gr. 3</i>			
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		\$500.00

Palm Beach - 2581 - Coral Reef Elementary School - 2017-18 SIP
Coral Reef Elementary School

		<i>Notes: School Based Team Coordinator Annual Stipend</i>	
2	G1.B5.S1.A2	Monthly Professional Development for teachers at school site.	\$0.00
3	G1.B5.S1.A3	Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack the standards and benchmarks.	\$0.00
Total:			\$6,597.00