Coral Reef Elementary School

2019-20 Schoolwide Improvement Plan

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Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

https://cres.palmbeachschools.org

Demographics

Principal: Sean Bohne

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (64%) 2016-17: A (66%) 2015-16: A (65%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Moretto, Bobbi	Principal	Instructional Leader in charge of executing, and monitoring personnel, resources, and strategies to ensure all students have equitable access to standards-based instruction.
DiPietro, Toni	Assistant Principal	Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Pascarella, Marissa	Psychologist	Provides psycho educational evaluations, am a member of the school-based team to help with academic and behavioral interventions for struggling students, part of the threat assessment team, part of the child study team to help determine ESE eligibility and develop IEP's.
Damiani, Susan	Teacher, K-12	School Advisory Chair and 5th-grade teacher. Responsible for collaboration between teachers and the SAC committee and assists in the annual preparation and evaluation of both the SIP and the school's annual budget.
Palkovitz, Tami	Teacher, K-12	Team Leader in charge of supporting 2nd Grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Christensen, Robin	Teacher, K-12	Team Leader in charge of supporting 5th Grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Scott, Dana	Teacher, K-12	Team Leader in charge of supporting 4th Grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.

Name	Title	Job Duties and Responsibilities
Rogers, Andrea	Teacher, K-12	Team Leader in charge of supporting 3rd Grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Bogler, Jennifer	Teacher, K-12	Team Leader in charge of supporting Kindergarten. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Balassone, Amy	Other	Team Leader in charge of supporting the reading curriculum as the SAI teacher with standards-based instruction, leading PLC's and supporting school-wide initiatives.
Matteodo, Jennifer	Instructional Media	
Conlogue, Cara	Teacher, K-12	Team Leader in charge of supporting First grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Griffiths, Victoria	Other	Team Leader for ESE Department. Facilitate the Child Study Team process. Monitors for compliance and program implementation of the ESE program; provides support for ESE students.
O'Halloran, Jenny	School Counselor	Support students and staff with social and emotional needs, academics and behavior. Support through teaching and facilitating the school-based team. Counseling students with social and emotional needs. Lead for social and emotional learning. Monitor and assist with positive behavioral support and attendance concerns

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	136	165	182	162	159	193	0	0	0	0	0	0	0	997
Attendance below 90 percent	7	18	15	14	12	13	0	0	0	0	0	0	0	79
One or more suspensions	0	4	1	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	16	55	48	30	22	22	0	0	0	0	0	0	0	193
Level 1 on statewide assessment	0	0	0	18	12	27	0	0	0	0	0	0	0	57

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	12	6	18	10	20	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	12	2	5	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
51

Date this data was collected or last updated
Thursday 8/22/2019

Prior Year - As Reported

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	21	15	16	17	8	16	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	3	0	2	0	0	0	0	0	0	0	5
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	23	25	30	0	0	0	0	0	0	0	78

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	3	4	22	20	23	0	0	0	0	0	0	0	77

Prior Year - Updated

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	21	15	16	17	8	16	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	3	0	2	0	0	0	0	0	0	0	5
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	23	25	30	0	0	0	0	0	0	0	78

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	3	4	22	20	23	0	0	0	0	0	0	0	77

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	58%	57%	73%	53%	55%
ELA Learning Gains	75%	63%	58%	65%	59%	57%
ELA Lowest 25th Percentile	60%	56%	53%	44%	55%	52%
Math Achievement	81%	68%	63%	78%	62%	61%
Math Learning Gains	72%	68%	62%	67%	62%	61%
Math Lowest 25th Percentile	63%	59%	51%	58%	53%	51%
Science Achievement	65%	51%	53%	75%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	136 (0)	165 (0)	182 (0)	162 (0)	159 (0)	193 (0)	997 (0)
Attendance below 90 percent	7 (21)	18 (15)	15 (16)	14 (17)	12 (8)	13 (16)	79 (93)
One or more suspensions	0 (0)	4 (0)	1 (0)	1 (3)	0 (0)	1 (2)	7 (5)
Course failure in ELA or Math	16 (0)	55 (0)	48 (0)	30 (0)	22 (0)	22 (0)	193 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (23)	12 (25)	27 (30)	57 (78)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	76%	54%	22%	58%	18%	
	2018	72%	56%	16%	57%	15%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2019	78%	62%	16%	58%	20%	
	2018	73%	58%	15%	56%	17%	
Same Grade Comparison		5%					
Cohort Comparison		6%					
05	2019	77%	59%	18%	56%	21%	
	2018	68%	59%	9%	55%	13%	
Same Grade Comparison		9%					
Cohort Comparison		4%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	83%	65%	18%	62%	21%	
	2018	80%	63%	17%	62%	18%	
Same Grade Comparison		3%					
Cohort Comparison							
04	2019	80%	67%	13%	64%	16%	
	2018	78%	63%	15%	62%	16%	
Same Grade Comparison		2%					
Cohort Comparison		0%					
05	2019	78%	65%	13%	60%	18%	
	2018	78%	66%	12%	61%	17%	
Same Grade Comparison		0%					
Cohort Comparison		0%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	65%	51%	14%	53%	12%	
	2018	75%	56%	19%	55%	20%	
Same Grade Comparison		-10%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	41	59	48	50	74	67	19				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	51	63	43	68	73	62	50				
ASN	92	82		92	88		55				
BLK	64	68	64	73	77		38				
HSP	76	72	55	73	68	55	63				
MUL	57	60		79	70						
WHT	80	77	65	86	73	68	72				
FRL	67	70	57	72	73	60	58				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	49	42	43	46	34	41				
ELL	38	68	61	47	44	33	18				
ASN	79	76		96	65						
BLK	56	43	42	62	46	27	67				
HSP	70	59	50	77	63	52	67				
MUL	50			50							
WHT	74	64	47	84	71	50	80				
FRL	64	59	48	71	60	47	66				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	39	27	40	50	37	38				
ELL	28	45	39	41	55	41					
ASN	96	79		100	71						
BLK	48	52	29	55	55	40	44				
HSP	68	68	46	66	58	44	76				
MUL	60	55		67	55						
WHT	77	67	49	86	73	79	78				
FRL	56	59	45	61	55	43	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	565

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fifth grade Science achievement percentage of studdents scoring a 3 or higher showed the lowest performance dropping 11% from 76% in 2018 to 65% in 2019. The following subgroups showed a decrease in achievement from 2018-2019
*SWD drop from 41% in 2018 to 19% in 2019
*BLCK drop from 67% in 2018 to 38% in 2019
*HISP drop from 67% in 2018 to 63% in 2019
*WH drop from 80% in 2018 to 72% in 2019
*FRL drop from 66% in 2018 to 58% in 2019

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement showed the greatest decline from the prior year falling 11% from 76% in 2018-65% in 2019. A contributing factor was a change in curriculum resources and lack off standards based planning per unit.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In 2019 we exceeded the state in all data components. This occurred do to the use of differentiated instruction in all subject areas, as well as Standards-based instruction and teachers implementing the standards with fidelity.

Which data component showed the most improvement? What new actions did your school take in this area?

Achievement of the Lowest 25% showed the most improvement in both ELA and Math. ELA achievement increased by 13% from 47% in 2018 to 60% in 2019. Math achievement increased by 16% from 47% in 2018 to 63% in 2019. We implemented an after-school tutorial program using standards based instruction and I-ready for all students in grades 1-5. Small group instruction was planned, taught and monitored frequently.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas for concern is the number of students with course failure in either ELA and Math in first and second grade. 33% of students in first grade had course failure in either ELA and Math; 26% of second graders had course failure in either ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement of all students including Lowest 25%, in all grade levels to support our district's 5-year strategic plan to increase Reading proficiency by 3rd grade.
2. Science achievement in 5th grade to support our district's 5 year plan to ensure high school readiness.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure student achievement in Science in alignment with the District's Strategic Plan; LTO #2 Ensure high school readiness.
Rationale	Achievement in science has shown the greatest decline in proficiency dropping 12%, from 77% in FY18 to 65% in FY19.
State the measurable outcome the school plans to achieve	To increase achievement on grade 5 Science state test by 10% in FY20 to 75%.
Person responsible for monitoring outcome	Bobbi Moretto (bobbi.moretto@palmbeachschools.org)
Evidence-based Strategy	Standards based instruction which includes whole group, small group, and hands-on learning. Standards based planning during Professional Learning Community Collaboration. Standards based formative and summative assessments to monitor student progress.
Rationale for Evidence-based Strategy	A strong focus on standards based planning and instruction will ensure that curriculum resources are not the focus of instruction and are only tools. The standards will drive instruction. Continuous monitoring of student progress on FSQ's and USA's and student Science notebooks.
Action Step	
Description	1. Provide opportunity for collaboration and planning during PLC's, and provide substitute coverage for deeper planning as needed. 2. Utilize Florida Standards to plan, guide and monitor instruction and student growth. 3. Provide curriculum and/or technology resources that supports remediation, maintenance and enrichment. 4. Utilize small group instruction and differentiate instruction to re-mediate, maintain and enrich student learning.
Person Responsible	Bobbi Moretto (bobbi.moretto@palmbeachschools.org)

#2	
Title	To ensure student achievement in English Language Arts in alignment with the District's Strategic Plan; LTO #1 Increase reading proficiency on grade level by 3rd grade.
Rationale	Students in third grade need to continue to make significant learning gains to achieve our LTO of 91% proficiency in ELA by 2021.

State the measurable outcome the school plans to achieve	Students in 3rd grade will increase reading proficiency in ELA by 8%, from 76% in 2019 to 84% in 2020. This will ensure that we will meet our ELA gr. 3 LTO of 91% proficiency by 2021.
Person responsible for monitoring outcome	Bobbi Moretto (bobbi.moretto@palmbeachschools.org)
Evidence-based Strategy	1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; I-Ready Reading Program. 2. All teachers will engage in standards-based collaborative planning during PLCs. 3. Teachers will analyze standards and Test Item Specifications during the planning process. 3. Teachers will plan for differentiated small group instruction within all ELA classes across all grade levels. 4. Teachers in Grades 3-5 will use common language and strategies during Writing instruction. 5. Grades k-2 will use Fundations and Wilson to ensure grade level success in ELA. 6. Students identified below level in reading will receive research based daily instruction in Functional Basic Skills.
Rationale for Evidence-based Strategy	The increase in ELA achievement in grades 3-5 in FY20. Strong focus on standards based planning and instruction and the use of common language and strategies will ensure student achievement in ELA. Continuous monitoring of student progress on FSQ's and USA's, I-Ready Diagnostics (Fall, Winter, Spring), Palm Beach Performance Assessments, and student Reading and Writing notebooks.

Action Step	
Description	1. Provide opportunity for collaboration and planning during PLC's. 2. Utilize Florida Standards and Test Item Specifications to plan, guide and monitor instruction and student growth. 3. Provide curriculum and/or technology resources that supports remediation, maintenance and enrichment. 4. Utilize small group instruction and differentiated instruction to re-mediate, maintain and enrich student learning. 5. Implement after school Reading tutorial program for grades 2, 3, 4, 5. 6. Provide resources and support for parents of identified students below grade level in reading. 7. Provide resources and extra support for writing instruction in grades 3, 4, 5, including but not limited to Top Score Writing Program.
Person Responsible	Bobbi Moretto (bobbi.moretto@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Using the Pillars of Effective Instruction students will be immersed in rigorous tasks encompassing the full intent and rigor of the Florida State Standards including content required by Florida State Statute 1003.42 while continuing to develop a single school culture and appreciation of multicultural diversity across all content areas.

In alignment, with school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on Holocaust studies and safety patrol attendees culminate with a visit to the Holocaust Memorial Museum in Washington DC. We ensure all students learn about the content and curriculum as it relates to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

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.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Coral Reef Elementary School builds positive relationships with parents starting from day one and sustains those relationships throughout the school years by offering parent activities including,Meet the Teacher, Curriculum Night,, Bingo Night, STEAM Night, Math & Science Fair, Book Fair Family Night, Father-Daughter Dance Project Green School, TAG Team Reading Tutorial, Munchkin Power Summer Reading Program, and various PTO activities. PTO meetings, SAC meetings, and parent meetings are held monthly to support the needs of our students.

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

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.

Coral Reef Elementary school has implemented Social and Emotional Learning into our curriculum across all grade levels. We work as a team to support our students and build positive rapport with all students. All grade levels participate in having Morning Meetings. This is an opportunity to create a safe environment where students can connect to each other and to the teacher as well.
The school counselor provides services to all students in grades K-5 that may include but are not limited to:
• Individual counseling
• Small group counseling
• Classroom guidance lessons
• Crisis intervention
• Consultation with parents and teachers
• Coordination with outside agencies & therapists
• Referrals for community services

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

To increase student readiness to enter kindergarten, Coral Reef Elementary offers a school-wide VPK program that is supplemented with enrichment hours. In addition, we host a Kindergarten Round-Up in May in which parents and students are invited to attend. We welcome new students to the school with classroom welcome packets as well as hosting a new student luncheon. Fifth-grade students have an end of the year celebration to celebrate their years in elementary school and their transition into middle school. Our feeder middle school comes and presents to the 5th-grade students and parents information about Choice Programs and middle school expectations.
All staff participates in collaborative learning and planning within and across grade levels. This collaboration ensures that effective instructional practices are correlating with increased student achievement and performance.

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.

Coral Reef Elementary does not receive Title I funding. School administration, PTO, SAC, and all staff members work together collaboratively to monitor resources and determine how resources will be used to impact student achievement across all grade levels. RtI/SBT/ Team Leaders/Grade Level Teams meet weekly to review data.

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. We also have a wall in the main hallway that shows students all the teachers' names and pictures and the Colleges and Universities they attended.
Coral Reef Elementary School has established many business partners within our community. As a result of these successful partnerships and shared resources, student learning is impacted and community participation is greatly increased.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure student achievement in Science in alignment with the District's Strategic Plan; LTO #2 Ensure high school readiness.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		$500.00
			Notes: School Based Team Leader- Jenny O'Halloran			
2	III.A.	Areas of Focus: To ensure student achievement in English Language Arts in alignment with the District's Strategic Plan; LTO #1 Increase reading proficiency on grade level by 3rd grade.				$4,818.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		$4,818.00
			Notes: Tutorial Programs grades 2-5.			
					Total:	$5,318.00