

The School District of Palm Beach County

Coral Sunset Elementary School



2019-20 Schoolwide Improvement Plan

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Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.palmbeachschools.org>

Demographics

Principal: Shanda Garvin Shaw

Start Date for this Principal: 2/11/2011

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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: B (61%) 2016-17: B (61%) 2015-16: C (53%) 2014-15: B (59%)
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	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Coral Sunset Elementary's stakeholders will empower students to reach their highest potential by providing rigorously challenging experiences in an environment built on respect, trust, honesty and responsibility.

Provide the school's vision statement.

Coral Sunset Elementary's vision is to provide a safe and nurturing environment that establishes high expectations for the success of all students.

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
		<p>Essential Functions:</p> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision.
Garcia, Danielle	Principal	<ol style="list-style-type: none"> 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.

Name	Title	Job Duties and Responsibilities
		12. Creates school-wide and team norms and expectations for collective responsibility for student success.
		13. Develops staff's capacity to collaborate effectively about standards and effective instruction.
		14. Celebrates success as well as opportunities for growth.
		15. Eliminates barriers and distractions that interfere with effective teaching and learning.
		16. Provides a clean, safe and nurturing school environment.
		17. Builds a culture of pride, trust, and respect.
		18. Implements and monitors an effective approach to bullying prevention.
		19. Aligns new and existing community and parent partnerships.
		Cultivating Leadership
		20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.
		21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
		22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
		23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
		24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
		25. Provides ongoing coaching with constructive feedback to teacher leaders.
		26. Implements a comprehensive performance management system.
		27. Implements rigorous project management, structures, protocols, and processes.

Name	Title	Job Duties and Responsibilities
		<p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p>
		<p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning,</p>

Name	Title	Job Duties and Responsibilities
		performance, and student learning.
		40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
		41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.
		42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
		43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.
		44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
		45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.
		46. Supervises the school's food, transportation, maintenance, facility and support services.
		47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
		48. Coordinates community activities relevant to the school within the school area.
		49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
		50. Implements and monitors career and leadership advancement pathways.
		51. Monitors systemic customer service.
		52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Name	Title	Job Duties and Responsibilities
DiPasquale, Assistant Principal Melissa		<p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned. <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.

Name	Title	Job Duties and Responsibilities
		<p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p>
	Climate	<p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p>
	Cultivating Leadership	<p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p>

Name	Title	Job Duties and Responsibilities
		<p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p>

Name	Title	Job Duties and Responsibilities
		<p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and</p>

Name	Title	Job Duties and Responsibilities
		<p>leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p>

		<p>Essential Functions:</p> <ol style="list-style-type: none"> 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge / Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital,
Girolmetti, Teresa	Instructional Coach	

Name	Title	Job Duties and Responsibilities
and blended learning customized to the individual strengths, needs, and aspirations of each student.		
12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.		
13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.		
14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.		
Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.		
Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.		
Lubowicki, Ardine	Teacher, K-12	Academic instruction, interventions and support for K-5 ESOL students.
Essential Functions: 1. Develops and implements Afterschool program including flexible staff and program schedule. 2. Responsible for hiring, training, supervising, and evaluating temporary Afterschool personnel. 3. Responsible for financial management of Afterschool program, including collecting fees, receipting funds, preparing financial documents, and monitoring the budget. 4. Oversees the application of Afterschool program discipline codes and		
Garcia, Evelyn	Administrative Support	

Name	Title	Job Duties and Responsibilities
maintains discipline policy pursuant to District guidelines.		
5. Records behavioral difficulties and prepares incident and accident reports (and respective files) for principal's review.		
6. Supervises the storage, disbursement and inventory of materials and supplies.		
7. Supervises the maintenance of accurate attendance records.		
8. Serves as liaison between school administrators and staff, parents and students.		
9. Maintains professionalism regarding school affairs.		
Performance Effectiveness Criteria:		
In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.		
Additional Job Functions:		
1. Follows adopted policies and procedures in accordance with School Board priorities.		
2. Conducts oneself in the best interests of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.		
3. Performs other duties as assigned.		
Robertson, Cynthia	Teacher, K-12	Academic instruction, interventions and support for K-5 ESE students.
White, Cynthia	Teacher, K-12	Academic instruction, interventions and support for K-5 ESOL students.
Hannan, Sue	Teacher, K-12	Academic supplemental instruction, interventions and support for K-5 students.
Neus, Marisa	Teacher, K-12	Responsible for 4th grade classroom, academic instruction, interventions and support for 4th grade general education students and accelerated math students.

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	108	101	122	125	128	113	0	0	0	0	0	0	0	697
Attendance below 90 percent	25	20	15	23	22	16	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	45	63	46	56	39	0	0	0	0	0	0	0	249
Level 1 on statewide assessment	0	0	0	33	33	29	0	0	0	0	0	0	0	95

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	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	2	4	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

68

Date this data was collected or last updated

Tuesday 8/27/2019

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	16	29	12	24	22	26	0	0	0	0	0	0	0	129
One or more suspensions	1	0	2	4	2	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	34	63	62	61	44	39	0	0	0	0	0	0	0	303
Level 1 on statewide assessment	0	0	0	40	37	37	0	0	0	0	0	0	0	114

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	9	21	10	42	33	28	0	0	0	0	0	0	0	143

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	23	26	15	26	26	0	0	0	0	0	0	0	137
One or more suspensions	2	1	0	0	3	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	45	63	46	56	39	41	0	0	0	0	0	0	0	290
Level 1 on statewide assessment	0	0	0	27	26	34	0	0	0	0	0	0	0	87

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	12	12	10	30	24	30	0	0	0	0	0	0	0	118

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	64%	58%	57%	59%	53%	55%
ELA Learning Gains	77%	63%	58%	66%	59%	57%
ELA Lowest 25th Percentile	71%	56%	53%	63%	55%	52%
Math Achievement	76%	68%	63%	63%	62%	61%
Math Learning Gains	81%	68%	62%	67%	62%	61%
Math Lowest 25th Percentile	75%	59%	51%	59%	53%	51%
Science Achievement	61%	51%	53%	53%	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	108 (0)	101 (0)	122 (0)	125 (0)	128 (0)	113 (0)	697 (0)
Attendance below 90 percent	25 (16)	20 (29)	15 (12)	23 (24)	22 (22)	16 (26)	121 (129)
One or more suspensions	0 (1)	0 (0)	0 (2)	0 (4)	0 (2)	2 (0)	2 (9)
Course failure in ELA or Math	0 (34)	45 (63)	63 (62)	46 (61)	56 (44)	39 (39)	249 (303)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (40)	33 (37)	29 (37)	95 (114)

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	58%	54%	4%	58%	0%
	2018	49%	56%	-7%	57%	-8%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	54%	62%	-8%	58%	-4%
	2018	56%	58%	-2%	56%	0%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	68%	59%	9%	56%	12%
	2018	65%	59%	6%	55%	10%
Same Grade Comparison		3%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	65%	9%	62%	12%
	2018	52%	63%	-11%	62%	-10%
Same Grade Comparison		22%				
Cohort Comparison						
04	2019	68%	67%	1%	64%	4%
	2018	64%	63%	1%	62%	2%
Same Grade Comparison		4%				
Cohort Comparison		16%				
05	2019	71%	65%	6%	60%	11%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		11%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	51%	6%	53%	4%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		3%				
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	35	55	57	48	65	58	38				
ELL	59	78	80	68	81	78	52				
ASN	83			92							
BLK	63	76		72	72	70	47				
HSP	56	71	67	70	79	77	53				
MUL	90			100							
WHT	70	81	68	80	84	75	72				
FRL	60	74	70	73	79	73	57				
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	42	55	50	38	61	58	38				
ELL	65	78	79	59	73	64	53				
BLK	45	39	36	44	45	70	25				
HSP	64	71	67	59	68	68	61				
MUL	67			67							
WHT	63	59	68	69	66	42	62				
FRL	58	62	63	59	64	65	53				
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	38	53	50	34	55	52	24				
ELL	49	70	74	56	69	65	35				
BLK	59	65		56	70						
HSP	50	57	57	58	61	64	41				
WHT	63	71	68	66	71	53	60				
FRL	57	66	63	59	67	62	49				

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	72
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	72
Total Points Earned for the Federal Index	577

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	71
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	88
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	67
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	95
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	77
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	70
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.

SWD ELA achievement - The contributing factors to last year's low performance could be the capacity of service providers in addition to the delivery of services. Service Providers had less than three year's teaching experience. Teacher's inexperience with current standards contributed to student's lack of performance. The decline in ELA achievement only occurred in the subgroups of SWD and ELL students indicating a need to build capacity in the service providers and improve services through master scheduling.

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

Hispanics in ELA achievement and science achievement have the greatest decline. Factors that contribute are advanced academic language and lack of use of cognates in the classrooms as well as the volume of reading material tested. Although this group shows the greatest decline in achievement in ELA it also shows the greatest growth in ELA gains. Therefore, one additional factor may be the entry level of the students that affects the achievement score.

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.

4th grade ELA had a 4% gap decrease compared to the state. A factor that contributed to this was that that grade level began at a 8% gap from previous year. The grade level began at 48% proficiency. Vocabulary increases in rigor and the students who have been promoted on good cause struggle with strategies to define these new words. In addition, fourth graders whose reading abilities fall below grade level lack the ability to master abstract ideas. Our students already lack background knowledge that increases their difficulty with comprehension and promotion below grade level exasperates this process.

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

The component that showed the most improvement was in the element of Math FY19. Being a diverse school, math is a universal language that connects among all languages. Our ELL population can grasp concepts and ideas to gain confidence and to succeed. Coral Sunset utilized a new model of instruction that required high order thinking and increased rigor throughout all lessons. I-Ready math and vetted materials were used in small group with collaboration among peers and students increased the rigor for success. Vertical planning and peer observations has been a huge beneficial factor to help increase rigor of instruction among the classroom. Standards based academic grade level games were incorporated to encourage students, and review standards taught to prepare for FSA.

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

An area of concern is attendance. Coral Sunset has exhibited an increase in both absences and tardies despite positive reward systems in place to encourage students to be in school and on time. This is a trend that has continued over the past few years. The SwPBS team has met monthly to brainstorm ideas to encourage attendance however, parents continually pull students out for long term vacations to foreign countries extending time around district holidays. Cultural ideals around timeframes contribute to the tardy issues.

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

1. ELA Achievement
2. SWD ELA
3. ELL ELA
4. SWD Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards 3rd grade students reading on grade level by 2021 and align with the District's Strategic Plan and support academic progress towards high school readiness.
Rationale	According to FY19 FSA data, overall ELA achievement is growing, but the incline is small (3%) yearly. There 2 subgroups showing low proficiency: ESE and ELL. In addition, 4th Grade proficiency is also demonstrating a lack of growth, according to FSA, despite new innovations.
State the measurable outcome the school plans to achieve	Coral Sunset will increase overall ELA Proficiency by 5%. In addition, ESE proficiency will increase by 10% and ELL Proficiency will increase by 7%.
Person responsible for monitoring outcome	Teresa Girolmetti (teresa.girolmetti@palmbeachschools.org)
Evidence-based Strategy	<p>1. Teachers will implement small group instruction utilizing vetted materials chosen by academic and administrative teams. This includes small group instruction in core instruction, as well as tier 2 and tier 3 instruction with vetted materials.</p> <p>2. Fundations will be utilized to build foundation skills in grades K-4 daily, building foundational reading and writing skills whole group and in double dose FUNdations lessons.</p> <p>3. Teachers will improve student engagement through academic teaming and student centered practice.</p> <p>4. ELA teachers will engage in standards-based planning, data analysis and mini-professional development in PLC cycles. PLCs are facilitated by the SSCC, administration, district support staff and other academic leaders.</p> <p>1. According to Fountas and Pinnell, Small group, differentiated instruction aligns instruction to the needs of every student. Tier 2 and Tier 3 services close learning gaps in low performing students. By individualizing instruction, teachers can meet the needs of students, pushing them towards proficiency.</p> <p>2. The Continuum of Literacy Learning (Pinnell and Fountas) states students must develop early literacy concepts, including phonological awareness in order to become readers. FUNdations focuses on letter knowledge, letter-sound relationships, spelling patterns and chunking of words in order to build fluent readers.</p>
Rationale for Evidence-based Strategy	<p>3. Teaming is proven to increase accountable talk, engagement and complex thinking around the standard (Dr. Robert Marzano). Teaming students discuss their thinking, examine reasoning, process learning and discuss evidence, leading to mastery of the standards.</p> <p>4. Professional Learning Communities increase the effectiveness of team planning. PLCs are facilitated by academic leaders, including the SSCC, AP, Principal and other campus leaders.</p>
Action Step	

1. Small Group Instruction

Students will be placed into Tier 2 and Tier 3 groups based on their needs.

a. Tiers are fluid and are subject to change as students show growth or need more support. Teams will meet monthly to analyze data to determine the needs of their students for small group in core instruction.

b. Homeroom, ESE and ESOL teachers will collaboratively plan to ensure each student is receiving instruction based on their individual needs.

c. PD on small group instruction will be presented at PLC, PD Days and in curriculum meetings as determined by the needs assessment.

d. Tutorial planning will begin by looking at student data and identifying students in need of extended learning. Tutorial materials will be chosen based on student needs and alignment to the standards.

In fall, tutorial will open for all level 1 and level 2 students, based on PY FSA scores (grades 3-5). Writing tutorial will also begin and will focus on student individual needs. In winter, tutorial is opened to ALL students in grades 3-5.

2. Fundations

a. All teachers K-2 will be trained in Core FUNdations instruction and will implement FUNdations daily for 30 minutes.

b. K-4 support staff, including ESOL teachers and ESE teachers will be trained in FUNdations Double Dose and will use double dose as Tier 2 and Tier 3 interventions

c. SBT Team and Grade Level Teams (classroom teachers) will identify students who need FUNdations double dose or small group instruction as intervention (based on their phonological and early literacy data)

d. School will provide all needed FUNdations materials to teachers utilizing the program for core or intervention

Description

3. Engagement/Teaming

a. SSSC will introduce teaming at PLCs with grade level teams, instructing teachers on strategies to implement to begin teaming in the classroom

b. Teams will unpack standards in PLC and Planning Days to align student practice with the critical content of the standard. Team will plan practice activities for independent, partner and team activities to use with each unit.

c. Professional Development on student engagement will take place on the PD Days and in PLC to increase the strategies in teacher's 'toolbox'

d. Teachers who are utilizing best practices will facilitate mini-PDs in PLC and PD Days including technology, teaming, engagement strategies, etc.

SAC Awards will be presented monthly based on student achievement, effort and growth.

4. Common Planning/PLC

a. Administration will conduct mini-professional development sessions at every grade-level PLC. Topics will include: shared reading, small group data collection, teaming strategies, practicing skills strategies, analyzing data, creating aligned tasks, etc.

b. Administration will continue data analysis as the year continues. The data will be covered at PLCs with the teachers biweekly, influencing intentional planning for future lessons/small group instruction.

c. Walkthroughs/PLC Instructional Rounds will be conducted by administration and Instructional Round Teams, giving teachers immediate feedback to increase effective instruction in the ELA block.

d. PD on writing/reading instructional practices and planning will be presented throughout by district support staff and school leadership

Person Responsible

Teresa Girolmetti (teresa.girolmetti@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).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

*History of the Holocaust

*History of African Americans

*Study of the contributions of Hispanics and Women to the US, and Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate , and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structure for a single school culture of excellence. Coral Sunset continues to focus on math proficiency and gains. This is a focus supported by best practices presented at professional developments, PLC, curriculum meetings and team planning. Strategies used to reach the goal of increased math gains and proficiency include utilizing flipped model, google classroom, small group instruction, using vetted materials aligned to the state standards, teaming practice and student-led learning.

Parent Engagement continues to be a priority. CSES utilizes fliers, call-outs, emails, texts and social media to communicate home with parents about parent trainings and student events. Parent Training nights are focused on a "make-and-take" model where families go to stations to create materials that align to the standards being addressed in the classrooms. This type of training has proven to increase participation.

Teacher Capacity is a yearly focus, which includes professional development opportunities for all teachers. These take place in the Educator Support Program, PLC, PD Days, Curriculum Meetings, Team Meetings, eLearning courses and continued education courses. Teachers are encouraged to support each other and present their best practices to each other at meetings as well. Informals, walkthroughs, instructional rounds and teacher/admin conferences are all used to reflect with teachers on their practices and set goals for continued growth. Each teacher also chooses a goal for the year from the Focused Model Map to help increase effective instruction in the classroom.

In SY20 CSES is focused on building relationships with community members and businesses in the surrounding area. The goal is to increase participation in our Business Partnership program. To do this, advertising for the program has been added to the PTA newsletter, marquee and a local community member is helping to spread the word. Business partnerships have already tripled for the FY20, as of September 2019.

CSES continues to focus on Green Initiatives by forming a Green Committee, who sets goals for the Recycle and Garden Club, classroom teachers and other staff members. This school year, grade levels will each focus on plant adaptations and structures by taking care of their own planter box throughout the year (aligning to Florida State Science Standards).

Science achievement continues to be an area of growth. CSES has implemented a STEM lab, where students rotate through the lab on the fine-arts schedule. Here, the teacher focuses on fair-game standards to help increase science proficiency. Science teachers also plan and analyze data in PLC biweekly to focus their instruction to meet the needs of the class and increase proficiency. Science instructional materials are vetted in PLC and by administration to ensure their alignment to the standards.

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, Â§ 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.

CSES takes pride in engaging all stakeholders in student success. We identify barriers and work to ensure that all families participate in student learning. Language facilitators work with families to communicate and collect input. Our school integrates Single School Culture by sharing Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment to school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. 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.

We hold at least 5 Family Engagement Nights. PTA and parent volunteers work with staff during events to ensure success. Staff works with parents to build capacity to help their children. CLFs translate trainings. Families create materials in foundational skills and standards based practice. Literacy, Math, and STEM Night involve community partners including Museum of Science, the Public Library, Mathnasium, and Barnes and Noble. Parents and Community Members are invited to PTA and SAC. Their input for PFEP, SIP and SWP is vital to success. CSES uses numerous platforms for communicating with the community, including social media, text messages, emails, call outs, fliers and newsletters. Staff are accessible to assist families with learning online systems, apply for FRL and access their portal.

SAC Awards supports academic success of students by inviting parents to celebrate student growth during award nights coinciding with SAC Meetings. CSES tutorial supports the needs of our students 3-5 in Math, Reading, Writing and Science. Math Genius Club includes West Boca high-school volunteers who provide free tutoring for our 3-5 graders.

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.

The school ensures the social-emotional needs of all students are being met through various means. The teachers conference with parents/guardians to obtain information on their students. The school

guidance counselor requests from all classroom teachers the names of students who would benefit from group or individual counseling whether it be low self-esteem, grief, behavioral difficulties, anger management or peer counseling, etc. Students are able to see the counselor as soon as a problem arises. The counselor has an open door policy.

The school guidance counselor provides the students and families with free resources such as the Chrysalis Health Center where students can have access to services right in school or out of school. The Guidance Counselor also refers students/parents to community resources as needed. Services are provided both at home and on campus depending upon the needs of the student and family. Groups are also formed based on individual and grade level needs. When it is a benefit to the student, they are provided with a mentor both before and after school through a check in/check out program. This allows the student to see a trusted impartial teacher who ensures the student is on task during the day and completing homework. The School Based Team (SBT) meets each Thursday to discuss students with social or behavioral needs. The Coral Sunset aftercare program also provides services through the Big Brother/Big Sister program. The schools will infuse content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability awareness.

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 Sunset 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.

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

1. Coral Sunset holds a Kindergarten Round-Up so that incoming families are able to meet the teachers, see the campus, and get the necessary paperwork for registration and receive helpful information to assist with preparing their child for the transition.
5. Preschool children practice kindergarten routines, such as carrying lunch tray and following school-wide expectations.
6. Engage in conversations with children about what kindergarten will be like.
4. Schedule classroom visitations for transitional students and families.
2. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Department of Early Childhood Education).
3. Kindergarten teachers meet before school starts to administer Palm Beach County Literacy Assessment to incoming Kindergarten students.
3. Kindergarten students have staggered start schedules to ease transition.

In preparation for the transition to middle school the fifth grade students visit Logger's Run Middle School. Middle schools with magnet programs attend a Middle School Night to supply the students with choices.

Fifth grade classes are departmentalized in preparation for the structure in middle school.

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.

School Leadership Team meets bi-monthly. Personnel are recruited and developed to support students by strategically placing teachers to address deficiencies. Curriculum is tailored to student needs. Data is analyzed for effectiveness. Cross grade level continuity is maintained via instructional rounds. Business partners and grants provide additional financial support.

School-Based Team meets regularly to review significant data. The team identifies PD activities to create effective learning environments. Students identified as not meeting specific targets are referred to the MTSS Team. Through the Problem-Solving process students are remediated or repeats the process to increase achievement. The team meets with family representatives to explain student progress. Portuguese/Spanish facilitators support ELL students.

Part C Migrant: District standardized curriculum provides consistency to transitory students. Free/reduced lunch is provided. Boca Helping Hands provides weekly backpacks stuffed with food for students.

Title 1 Part D- the District receives funds to provide support services. Services coordinate with District Dropout prevention programs.

Title II provides supplemental trainings for teachers: Literacy Cohort, Content Curriculum, and Marzano.

Title X/Homeless- CSES provides clothing and supplies to students in need. Area attendance provides social service referrals for homeless students (McKinney-Veto Act), eliminating barriers for a free and appropriate education. CSES offers non-violence/anti-drug programs to students as needed.

District-wide implementation of Single School Culture.

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

Coral Sunset has built community business partnerships that work with our students to share career choices and opportunities. We hold a yearly career fair where all students participate and set goals for future endeavours. Guidance Counselors hold Middle School Prep Groups to share middle school, high school and college program opportunities. This information, along with choice program info, is presented to parents at Choice Night where facilitators support the presentation. Representatives from local middle school attend. 5th grade students also attend a visit to Logger's Run Middle School, where they tour and attend a Q & A.

Math Genius Club is a weekly tutorial program where high school students tutor students in grades 3-5 in math. During this time they discuss high school and choice programs as well. This partnership is with West Boca High School.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure progress towards 3rd grade students reading on grade level by 2021 and align with the District's Strategic Plan and support academic progress towards high school readiness.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1811 - Coral Sunset Elementary School	School Improvement Funds	0.0	\$500.00
		<i>Notes: Students in grades 3-5 will be provided with standards based academic materials and incentives necessary to participate in a grade level ELA challenge.</i>				
	5100	130-Other Certified Instructional Personnel	1811 - Coral Sunset Elementary School	School Improvement Funds		\$3,500.00
		<i>Notes: Tutorial for students in grades 3-5; materials and supplies; salaries for tutors. Supplemental budget.</i>				
Total:						\$4,000.00