

The School District of Palm Beach County

Coral Reef Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 13 |
| Planning for Improvement | 19 |
| Positive Culture & Environment | 22 |
| Budget to Support Goals | 23 |

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: 7/1/2006

| | |
|--|--|
| 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 |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 58% |
| 2019-20 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%) |
| 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 13 |
| Planning for Improvement | 19 |
| Title I Requirements | 0 |
| Budget to Support Goals | 23 |

Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

<https://cres.palmbeachschools.org>

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2019-20 Title I School</p> <p style="text-align: center;">No</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">47%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">51%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| Grade | A | A | A | A |

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 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, position title, and job duties/responsibilities 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. |
| 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 | <p>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.</p> <p>Attend all meetings so that there is consistency when reviewing the ongoing progress of students.</p> <p>Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings.</p> <p>Review data and present current best practices.</p> |
| Christensen, Robin | Teacher, K-12 | <p>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.</p> <p>Attend all meetings so that there is consistency when reviewing the ongoing progress of students.</p> <p>Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings.</p> <p>Review data and present current best practices.</p> |
| Scott, Dana | Teacher, K-12 | <p>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.</p> <p>Attend all meetings so that there is consistency when reviewing the ongoing progress of students.</p> <p>Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings.</p> <p>Review data and present current best practices.</p> |
| Rogers, Andrea | Teacher, K-12 | <p>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.</p> <p>Attend all meetings so that there is consistency when reviewing the ongoing progress of students.</p> |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| | | <p>Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.</p> |
| Bogler, Jennifer | Teacher, K-12 | <p>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.</p> |
| Balassone, Amy | Other | <p>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.</p> |
| Matteodo, Jennifer | Instructional Media | <p>Team Leader in charge of supporting the Fine Arts Tea. 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.</p> |
| Conlogue, Cara | Teacher, K-12 | <p>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.</p> |
| Hyland, Sandra | Teacher, ESE | <p>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.</p> |
| O'Halloran, Jenny | School Counselor | <p>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</p> |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Bohne, Sean | Assistant Principal | Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure ALL students have equal access to effective standards-based instruction. |
| DiLeonardo, Ashley | Teacher, K-12 | <p>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.</p> <p>Attend all meetings so that there is consistency when reviewing the ongoing progress of students.</p> <p>Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings.</p> <p>Review data and present current best practices.</p> |

Demographic Information

Principal start date

Saturday 7/1/2006, Sean Bohne

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

74

Demographic Data

| | |
|---|---|
| 2020-21 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 |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 58% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) | Students With Disabilities* English Language Learners* |

| | |
|--|---|
| (subgroups below the federal threshold are identified with an asterisk) | 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%) |
| 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 . | |

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 | 117 | 172 | 154 | 157 | 182 | 159 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 941 |
| Attendance below 90 percent | 9 | 11 | 4 | 9 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA | 28 | 35 | 36 | 36 | 20 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 |
| Course failure in Math | 11 | 8 | 11 | 12 | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 14 | 6 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 12 | 12 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| FY20 ELA Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 55 | 29 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |
| FY20 Math Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 33 | 25 | 37 | 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 | 15 | 10 | 10 | 16 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |

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 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Friday 9/4/2020

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 | |
| 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 | |

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 |
| Number of students enrolled | 136 | 165 | 182 | 162 | 159 | 193 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 997 |
| Attendance below 90 percent | 9 | 11 | 4 | 9 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 39 | 43 | 47 | 48 | 31 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 228 |
| 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 | 12 | 11 | 12 | 11 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |

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 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

Grade Level Data

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

| 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 | | | | |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |

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 has shown a decline over the past two years. The percentage of students scoring 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

Midyear data showed that there is still a lot of work to do in fifth grade Science. Students are showing learning gains yet gains are minimal. Winer Diagnostic showed an increase of 1.2% which indicates we need to continue our efforts towards success. Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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

When looking at 5th grade-level data, Science Achievement showed the greatest decline from the prior year falling 11% from 76% in 2018 to 65% in 2019. Even though we exceeded the district by 14% and the state by 12% the drastic drop in achievement is evidence that there is still work to be

done to achieve necessary learning gains.

The contributing factors that led to our decline in Science achievement were due to a change in curriculum resources in addition to a lack of standards-based planning per unit.

During the Midyear, data showed that we still need to focus this year on deep standards-based planning per unit and small group differentiated instruction to ensure learning gains for FY21.

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.

When reviewing the 2019 data, we exceeded the state in all data components. This primarily was due to the use of differentiated instruction in all subject areas, as well as Standards-based instruction and teachers implementing the standards with fidelity.

FY20 Science Diagnostic Outcomes showed an increase of 1.2% however this is still an area of weakness that needs to be addressed to ensure learning gains for FY21.

FY20 Winter Diagnostics vs. FY19 Winter Diagnostics

Science: -7.17pts.

Intense focus on standards-based planning per unit during PLC's and small group differentiated instruction is necessary to close the learning gap and ensure learning gains for FY21.

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

The areas that showed the most improvement were Achievement by our Low 25% in both ELA and Math. Our Low 25 increased achievement in ELA by 13% from 47% in 2018 to 60% in 2019. Our Low 25 increased achievement in Math by 16% from 47% in 2018 to 63% in 2019. During FY19 we implemented an after-school tutorial program using standards-based instruction and I-ready for all students in grades 1-5. Standards-based planning was implemented during PLC's and small group instruction was planned, taught, and monitored frequently for all students.

Mid Year Data:

Winter Diagnostics

ELA Diagnostic Achievement Rate By Grade Level FY20

Grade 3: 71%

Grade 4: 82%

Grade 5: 79%

Math Diagnostic Achievement Rate By Grade Level FY20

Grade 3: 83%%

Grade 4: 84%

Grade 5: 76%

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two areas of concerns after reviewing the EWS data are:

1. Course Failures (ND) on report cards - Our grading system is standards-based and when students receive an ND marking there is an indication that mastery has not been met. Therefore, it is impossible or improbable that our students will be successful with the state grade-level assessment causing an achievement gap. Course failures cause our students to fall behind and not be on track to meet the expectations for success and may dictate a future grade level failure.

2. Level 1 & 2 on FY20 ELA Winter Diagnostics. Assessments are a good indicator of student learning.

(We felt that since students were testing at home there were inconsistencies with student

performance in the I-Ready End of Year Diagnostics).

Based on this data trend our primary focus will be to increase learning gains and achievement and diminish course failure. In addition, we will continue to focus on our lowest 25% of students. Our data shows that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of the standards, we will support all learners, especially our identified lowest-performing 25% of students. Teachers will identify students and they will

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

F. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

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 and meet our LTO of 89% proficiency by FY21

-Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

2. Science achievement in 5th grade to support our district's 5-year plan to ensure high school readiness.

Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

To ensure progress towards student achievement in English Language Arts to align with the District's Strategic Plan; LTO #1; Increase reading proficiency on grade level by 3rd grade.

Area of Focus Description and Rationale:

Based on state and district data from FY19 overall ELA achievement is 78% which is an increase of 6%. When looking at our school's ELA performance by grade, third grade increased (+4%), fourth grade increased (+5%) and fifth grade increased (+9%) exceeding the district and the state. During Midyear our FY20 Winter Diagnostic Data showed a decrease (-5%) in third grade, an increase (+3.6%) in fourth grade, and an increase (+2.1%) in fifth grade. Data demonstrates that Coral Reef Elementary School is on the correct path to meet our goals. Due to the lack of data for FY20 due to Covid19 and the state-mandated closures of school and the cancellation of the Florida State Assessments, we will continue our FY20 goals for FY21 to ensure we meet our 3rd-grade LTO of 91% proficiency in FY21.

Measurable Outcome:

Our measurable goals for FY20 were to increase 3rd-grade reading proficiency in ELA by 8%, from 76% in 2019 to 84% in 2020. Midyear data showed a slight decrease of 5% in third grade ELA achievement however this is a typical trend we see at this point in the year. We feel we are on the right track towards ELA learning gains. At the end of the year, our students were instructed through virtual distance learning. Due to the lack of data for FY20 because of Covid19 and the state-mandated school closures with the cancellation of state assessments, we will continue our FY20 goals for FY21.

Person responsible for monitoring outcome:

Bobbi Moretto (bobbi.moretto@palmbeachschools.org)

Evidence-based Strategy:

1. All teachers will engage in standards-based collaborative planning during PLC's. (via Google Meets)
2. 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. Through differentiation, we are ensuring we support ALL learners at their ability. We are ensuring a variety of tasks, products, and processes.
4. All students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; I-Ready Reading Program, offering students personalized learning solutions that provide support/reteach/enrichment at their level.
5. All teachers in grades K-2 will utilize multi-sensory approach and Foundations to support grade-level ELA achievement.
6. Students that are identified below grade level in Reading will receive research-based daily instruction; I-Ready, Raz-Plus, Spire, LLI, and Imagine Learning (for ELL students).

Rationale for Evidence-based Strategy:

1. Standard-based collaborative planning during PLC's helps guide the planning, implementation, and assessment of student learning. This will ensure that teaching practices deliberately focus on agreed-upon learning targets.
2. The teacher will analyze standards and Test Item Specifications during the planning process so that expectations for student learning are mapped out with each prescribed standard.
3. Small group differentiated instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels.
4. I-Ready will offer an opportunity for students to receive enrichment and remediation on a

variety of skills. The ability to personalize instruction to meet the individual needs of students will result in increased scores.

5. Wilson & Foundations provides students in K-2 a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high-frequency word study, fluency, vocabulary, handwriting, and spelling.

6. Research-based remediation utilizing Ready Coach (TAG Team Tutorial Resource) , I-Ready, Raz-Plus provide students with the additional supports for remediation/enrichment as needed

and will ensure students receive the additional support for success.

Action Steps to Implement

1. Provide teachers with opportunities for collaboration & planning during PLC's. (principal & assistant principal)
 - a. create a PLC schedule to ensure all teachers participate including resource teachers for ESE/ESOL and Fine Arts.
 - b. Grade level teachers will collaborate to design differentiated and rigorous standards-based lessons to ensure student engagement.
 - c. Teachers will identify the lowest 25% and create lessons for small group instruction.
 - d. Teachers will continually analyze classroom data to determine the next steps for future instruction.
2. Tutorials:
 - a. Analyze student data to determine students for tutorial remediation groups and the support necessary.
 - b. Choose supplemental materials and resources to be utilized during tutorials.
 - c. Analyze teacher classroom data
 - d. Provide tutors with opportunities to understand expectations and become familiar with materials to execute tutorials and remediation.
 - e. Monitoring will occur through weekly analysis of lesson plans, and ongoing student data.

Person Responsible Bobbi Moretto (bobbi.moretto@palmbeachschools.org)

2. Utilize Florida Standards and Test Item Specifications to plan, guide, and monitor instruction and student growth

Person Responsible Sean Bohne (sean.bohne@palmbeachschools.org)

3. Differentiated small group instruction will be used to remediate, maintain, and enrich student learning.
 - a. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - b. Teachers will create an appropriate small group rotational cycle so that all students are being supported at their ability.
 - c. Teachers will use a variety of researched-based resources and instructional materials and teaching methodologies to support the diverse learners in their classrooms.
 - d. Teachers will track student learning e. The principal and assistant principal will monitor through the use of classroom walkthroughs and observations.

Person Responsible Bobbi Moretto (bobbi.moretto@palmbeachschools.org)

4. Students will engage in adaptative technology (I-Ready).
 - a. Provide teachers professional development necessary to support the appropriate use of adaptive technology in their classrooms.
 - b. Teachers will create a schedule to ensure all students have access to technology.
 - c. Teachers will use the data from I-Ready to create small differentiated instructional groups.
 - d. Monitor small group lesson plans, technology usage, and pass rate.

Person Responsible Sean Bohne (sean.bohne@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 statute 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. This school year we included a virtual learning column in our matrix. Students receive positive reinforcement in the form of "SPLASH Cash" when caught being safe, respectful or responsible. During virtual learning, students will receive a "Weekly Tech Check". 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. During distance learning, students will receive "Weekly Tech Checks" that are emailed to parents to communicate behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. In addition, 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 is 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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$5,835.00 |
|---|----------|---|--|--------------------------|---------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 6400 | 100-Salaries | 2581 - Coral Reef Elementary School | School Improvement Funds | | \$500.00 |
| | | | <i>Notes: School-Based Team Leader- Jenny O'Halloran</i> | | | |
| | 5000 | 500-Materials and Supplies | 2581 - Coral Reef Elementary School | School Improvement Funds | | \$5,335.00 |
| | | | <i>Notes: Grades K-1 Foundations Workbooks, Grade 4-5 Online Top Score Writing, and Grades 2-3 iReady ELA workbooks.</i> | | | |
| | | | | | Total: | \$5,835.00 |