

The School District of Palm Beach County

Coral Reef Elementary School



2021-22 Schoolwide Improvement Plan

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Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

<https://cres.palmbeachschools.org>

Demographics

Principal: Sean Bohne

Start Date for this Principal: 9/15/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 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%)
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	

* 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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<https://cres.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>46%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>52%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		A	A	A

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<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	Position 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.
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.
Damiani, Susan	SAC Member	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. Ms. Damiani is also 5th-grade Team Leader. Her responsibilities include supporting 5th Grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices.
Conlogue, Cara	Teacher, K-12	Team Leader in charge of supporting First grade. Providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers, and parents. Attend all meetings so that there is consistency when reviewing the ongoing progress of students. Track and monitor data through weekly School Based Team meetings, weekly PLCs, and Monthly Data Team meetings. Review data and present current best practices
Hyland, Sandra	Other	Responsible for maintaining Individual Educational Plan (IEP) documents and plans, coordinates, conducts, and/or facilitates IEP Team meetings, IEP annual reviews, and 3-year evaluations for a caseload of students with disabilities.
Matteodo, Jennifer	Instructional Media	Team Leader in charge of supporting the Fine Arts Team. 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.
O'Halloran, Jenny	School Counselor	Support students and staff with social and emotional needs, academics, and behavior. Support through teaching and facilitating the school-based

Name	Position Title	Job Duties and Responsibilities
		<p>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>
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. 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>
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. 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>
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>
Detrick, Marissa	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. 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>
Pascarella, Marissa	Psychologist	<p>Provides psycho educational evaluations, am a member of the school-based team to help with academic and behavioral interventions for</p>

Name	Position Title	Job Duties and Responsibilities
		struggling students, part of the threat assessment team, part of the child study team to help determine ESE eligibility and develop IEP's.
Christensen, Robin	Teacher, K-12	Reading Endorsed teacher, responsible for servicing 4th and 5th grade significantly below grade level students and Tier 3 students. Meeting and participating in grade-level PLCs and collaborating with teachers and staff to support student achievement.
allan, kelly	Teacher, K-12	Reading Endorsed teacher, responsible for servicing 2nd and 3rd grade significantly below grade level students and Tier 3 students. Meeting and participating in grade-level PLCs and collaborating with teachers and staff to support student achievement.
Mazur , Jenna	Teacher, K-12	Reading Endorsed teacher, responsible for servicing 1st grade below grade level students and Tier 3 students. Meeting and participating in grade-level PLCs and collaborating with teachers and staff to support student achievement.

Demographic Information

Principal start date

Wednesday 9/15/2021, 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

68

Total number of students enrolled at the school

1,036

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	161	139	172	161	166	182	0	0	0	0	0	0	0	981
Attendance below 90 percent	0	12	18	13	9	9	0	0	0	0	0	0	0	61
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	21	47	55	30	39	0	0	0	0	0	0	0	192
Course failure in Math	0	8	22	31	26	31	0	0	0	0	0	0	0	118
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	18	23	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	9	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	9	19	30	27	28	0	0	0	0	0	0	0	113
FY21 ELA Winter Diag Level 1 & 2	0	0	0	52	57	54	0	0	0	0	0	0	0	163
FY21 Math Winter Diag Level 1 & 2	0	0	0	37	42	36	0	0	0	0	0	0	0	115

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	11	28	37	25	34	0	0	0	0	0	0	0	135

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	4	0	0	4	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	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	

2020-21 - 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	117	172	154	157	182	159	0	0	0	0	0	0	0	941
Attendance below 90 percent	11	22	15	11	10	6	0	0	0	0	0	0	0	75
One or more suspensions	0	1	1	0	2	0	0	0	0	0	0	0	0	4
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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	58%	57%	72%	57%	56%
ELA Learning Gains				75%	63%	58%	61%	61%	55%
ELA Lowest 25th Percentile				60%	56%	53%	47%	56%	48%
Math Achievement				81%	68%	63%	80%	65%	62%
Math Learning Gains				72%	68%	62%	66%	63%	59%
Math Lowest 25th Percentile				63%	59%	51%	47%	53%	47%
Science Achievement				65%	51%	53%	76%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	76%	54%	22%	58%	18%
Cohort Comparison						
04	2021					
	2019	78%	62%	16%	58%	20%
Cohort Comparison		-76%				
05	2021					
	2019	77%	59%	18%	56%	21%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	65%	18%	62%	21%
Cohort Comparison						
04	2021					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-83%				
05	2021					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	51%	14%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning: In grades k-2 we will use iReady for Fall, winter & Spring. In grades 3-5 we will use i-Ready Diagnostics in the Fall, i-Ready Diagnostics in the Winter, and i-Ready Diagnostic in the Spring.

- i-Ready provides user-friendly dashboards and clear reports with actionable data that gives reaches a foundational understanding of students' strengths and areas of need.
- Unit Standardized Assessments (USA's) gives teachers data ho how well students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that teachers can use to make adjustments to instruction to improve student learning.
- SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.9%	39.6%	59.8%
	Economically Disadvantaged	27.6%	27.3%	37.7%
	Students With Disabilities	35.7%	25%	32.1%
	English Language Learners	33.3%	16.7%	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	88.6%	89.9%
	Economically Disadvantaged	0	83.3%	82.7%
	Students With Disabilities	0	82.1	82.1
	English Language Learners	0	71.4%	71.4%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.9%	40.8%	53.3%
	Economically Disadvantaged	30.7%	29.9%	39%
	Students With Disabilities	26.7%	18.8%	25%
	English Language Learners	14.3%	14.3%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	87.8%	92.2%
	Economically Disadvantaged	0	85.5%	87.3%
	Students With Disabilities	0	77.4%	78.1%
	English Language Learners	0	83.3%	85.7%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.3%	49.7%	46.4%
	Economically Disadvantaged	55.2%	40.2%	41.4%
	Students With Disabilities	20%	32.3%	29%
	English Language Learners	13.3%	20%	13.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		79.1%	72%
	Economically Disadvantaged		74.2%	63.7%%
	Students With Disabilities		48.3%	41.9%
	English Language Learners		60%	46.7%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	45.3%	36.5%
	Economically Disadvantaged	33.7%	34.9%	26.8%
	Students With Disabilities	20.5%	25%	17.5%
	English Language Learners	0%	10%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71%	74.7%	75%
	Economically Disadvantaged	58.5%	62.7%%	61.2%
	Students With Disabilities	55.3%	55.3%	58.5%
	English Language Learners	12.5%	12.5%%	25%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.9%	40.5%	36.7%
	Economically Disadvantaged	31.1%	21.3%	18%
	Students With Disabilities	16%	21.3%	8%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87.8%	85.8%	88.1%
	Economically Disadvantaged	76.2%	75.8%	77.8%
	Students With Disabilities	72%	76%	80%
	English Language Learners	50%	75%	75%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	94.2%	94.9%	96.9%
	Economically Disadvantaged	87.1%	88.9%	92.2%
	Students With Disabilities	75%	80.8%	80.8%
	English Language Learners	50%	75%	75%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	47	35	43	57	39	40				
ELL	36	60		42	40		30				
ASN	79	80		88	80		80				
BLK	63	80		69			60				
HSP	64	65		59	54	47	49				
MUL	73			80							
WHT	75	73	50	74	56	57	68				
FRL	62	63	42	58	56	38	47				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
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	500
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	47
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	81
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	68
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	59
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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	65
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diagnostic vs. FY21 FSA shows:
 ELA: -3.2 pts in Gr 3, +.7 pts in Gr 4, +12 pts in Gr 5.
 Math: -15.19 pts in Gr 3, -12.57 pts in Gr 4, +1 pt in Gr 5.
 Science: Dropp of 12 pts.
 FY19 FSA vs. FY21 FSA
 Grade 3 ELA: -13pts
 Grade 4 ELA -9 pts
 Grade 5 ELA +1 pt
 Grade 3 Math -22
 Grade 4 Math -16 pts
 Grade 5 Math 0 pts (stayed the same)
 Grade 5 Science: -2pts. in Gr 5
 Overall ELA Achievement decreased 7pts. from 77% in 2019 to 70% in 2021.
 • SWD dropped from 40% in 2019 to 33%. in 2021.
 • BLCK drop from 64% in 2019 to 59% in 2021
 • HISP drop from 75% in 2019 to 62% in 2021
 • WH drop from 79% in 2019 to 75% in 2021
 • FRL drop from 66.2% in 2019 to 62% in 2021

Based on this data trend our focus will be to diminish course failure, increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our students that have severe reading deficiencies and also our ESSA subgroups; ELL and SWD. They will receive strategically targeted support from Reading Endorsed teachers through various modes of instruction, including technology, small groups, tutorials, data chats, & student monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall ELA achievement in grades1st - 5th and the number of students with significant reading deficiencies in ELA in grades 1st-5th are two areas of concern. ELA achievement decreased from 78% in 2019 to 70% in 2021. Our L25% performing students learning gains decreased from 60% in 2019 to 51% in 2021. Our school's focus this year is to diminish course failure and increase learning gains and student achievement in ELA in the first, second, third, fourth, and fifth grades. To address this problem grades k-2 will be implementing the new Benchmark Advance Reading Series and teachers will be receiving professional development to effectively implement the strategies. In addition, 3 specially trained teachers will be working specifically with our deficient readers in grades

1-5. These teachers are Reading Endorsed teachers and will be able to move these specifically identified students. These readers are more than one grade level behind the standard. While these 3 teachers service our Tier 2 and Tier 3 students it will allow homeroom teachers to focus on differentiated instruction for their students so that we are meeting the needs of all individual students. Especially our ESSA identified subgroups; ELL and SWD.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Course Failure is an indication that mastery has not been met & is an indicator that students will not be successful with the state grade level assessment causing an achievement gap. In addition this may dictate a future grade level failure. 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). Progress in ELA learning gains was hindered when our Grade 2-5 ELA tutorial program ended in FY20 due to the online platform adjustment period. Other hindrances as the FY21 year progressed: providing wifi for families, issuing Chromebooks to every student, adjusting to the rigor Blended learning vs. just online. Engagement of online learners has been an ongoing hindrance due to lack of supervision at home and or individual student ability to focus in the virtual classroom. 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. Individual students with the greatest learning deficiencies have been identified in grades 1-5.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The areas that showed the most improvement on FSA FY19 were Achievement by our Low 25% in both ELA and Math. Our Low 25 increased achievement in ELA by 13% from 47% in 2018 (FSA) to 60% in 2019 (FSA). Our Low 25 increased achievement in Math by 16% from 47% in 2018 (FSA) to 63% in 2019(FSA).

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%

During the FY21 school year, 5th grade showed the most learning gains.

ELA went up 1% from 77% in 2019 to 78% in 2021.

Math stayed the same at 78% in 2019 and 78% in 2021

Science went down 2% from 65% in 2019 to 63% in 2021. We feel this was due to the lack of labs that students were unable to participate in due to being virtual.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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. In addition, students were attending school in person and the difficulties of schools maintaining internet connections for online learning and issuing Chromebooks, and maintain the rigorous school day online was not an issue in 2019.

What strategies will need to be implemented in order to accelerate learning?

Standards-Based Instruction will continue to be a primary focus during planning, instruction, professional learning communities, & data chats with teachers & students. All resources & strategies will be aligned to grade-level standards & scaffolds will be put into place to support students who are not performing at their grade level. Our school has identified individual students with significant reading deficiencies in Reading in grades 1-5. These students are receiving support from specialized Reading Endorsed teachers.

(1st gr.) Mrs. Mazur will support our Tier 2 and Tier 3 students, meeting daily for 40 extra minutes to support the needs of those identified students.

(2nd. gr.) Tier 2 & Tier 3 students will also receive services from Mrs. Benson for 40 minutes.

(3rd gr.), fourteen identified students will receive intense ELA instruction from a Reading Endorsed Teacher, (Benson) this teacher will also provide extra Tier 2 & Tier 3 support for 45 minutes. Grade 4 has 14 students who will receive 90 minutes of ELA Instruction from a Reading Endorsed Teacher, (Christensen) then receive Tier 2 and Tier 3 support (Balassone).

(5th gr.) there are 15 identified students who will receive ELA Instruction from a Reading Endorsed teacher (Mrs. Christensen) who will also provide Tier 2 & Tier 3 support, & daily science instruction. Also, teachers are using the Instructional Continuity Website provided by the district to support our students that are out due to quarantine and Covid. Our school will also implement a free after-school tutorial program to support our lowest-performing 25% of students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is essential to ensure that all teachers and staff understand the delivery and execution of all strategies necessary to support learning gains and student achievement. Teachers in grades K-2 will participate in various training to support our district's new literacy series. In addition, staff will participate in collaborative training for:

Differentiation

Standards-based instruction

SEL

Compliance

Safety

Technology

SwPBS

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Close the learning gaps in all grades & ensure that all students can learn, demonstrate success, & reach Reading proficiency by 3rd grade. We will continue to implement standards-based differentiated instruction. Resources and strategies aligned to grade-level standards and scaffolds put in place to support students who are not performing at grade level.

1. Increase 3rd Grade ELA Proficiency: Strategies are in place to strengthen reading skills in grades k-2 so that achievement gaps are closed. Reading Endorsed teachers will service our significantly below level students.

2. Small-Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data-driven differentiated instruction planned to meet the needs of all students & monitoring for all students. Students in our ESSA subgroups will be monitored for progress & receive additional support by teachers ensuring instruction to support their needs.

3. Utilizing Reading Endorsed teachers in grades 1-5 to support our significantly below grade level/ Tier 3 students.

Grades 3-5 students will be provided with: intense ELA instruction 90-minute block; additional 45 minutes of Tier 2 & Tier 3 support; 20 minutes of Science instruction daily. This will allow homeroom teachers to focus on differentiated instruction for their students so that we are meeting the needs of all individual students.

4. Increase Math Learning Gains/Achievement: Provide professional development for teachers so that teachers can effectively implement the standards. Each grade level has teacher representation at Math Cadres monthly that provides support for each unit.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: To increase ELA proficiency in all grade levels to support the district's LTO to increase Reading proficiency on grade level by 3rd grade. Based on state and district data overall ELA proficiency has decreased from 78% in 2019 to 70% in 2021. This is a decrease of 8%. Reading Achievement in 3rd grade dropped 13%, from 76% in 2019 to 63% in 2021. In 4th grade, Reading Achievement dropped 9% from 78% in 2019 to 69% in 2021. 5th grade ELA Achievement showed an increase of 1% from 77% in 2019 to 78% in 2021. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome: When going back and looking at our Mid-Year Data from FY21 Winter Diagnostics Proficiency scores dropped across the board.
 3rd Grade ELA proficiency dropped from 71.2% in FY20 to 66.2% in FY21(-5%)
 4th Grade ELA proficiency dropped from 81.9% in FY20 to 68.9% in FY21 (-13%)
 5th Grade ELA proficiency dropped from 78.8% in FY20 to 66.7% in FY21 (-12%).
 Overall ELA Achievement dropped 10% from 77% on FY20 Diagnostics to 67% on FY21 Winter Diagnostics.

 Our goal is to increase:
 Overall ELA Achievement from 70% to 80% on FSA
 L25% Learning Gains from 51% to 60%.
 ELA Learning Gains from 73% to 78%

Monitoring: Monitoring is a crucial step to ensuring student achievement and school improvement. Monitoring provides our teachers and administration with data so that they can make data-driven decisions about instruction, differentiation needed to improve student achievement. Mrs. Moretto, Principal, and Mr. Bohne, Assistant Principal will participate in various monitoring activities: Review of lesson plans, Data analysis, Classroom walks, student work, Data chats with teachers, students, and parents, Formal Observations.

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.
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.
5. All teachers in grades K-2 will utilize the district's new Literacy Program Benchmark Advance. This program has remediation worked into the lessons.

6. Students identified with severe Reading deficiencies will receive ELA instruction from a Reading Endorsed teacher. In addition, students below grade level in Reading will receive research-based daily instruction; I-Ready, Raz-Plus, LLI, and Imagine Learning (ELL)

1. Standard-based collaborative planning during PLCs guide the planning, implementation, & assessment of student learning. Ensuring teaching practices deliberately focus on agreed-upon learning targets.

2. Teachers will analyze standards & Test Item Specifications thru planning process so that expectations for student learning are mapped out with each prescribed standard.

3. Reading Endorsed (RE) teachers will provide ELA support/instruction to students in grades 1-5 with severe reading deficiencies & provide strategic instruction/remediation. Differentiated instruction provides an opportunity for teachers to personalize learning & direct instruction for students individualized needs.

4. I-Ready offers opportunity for students to receive enrichment & remediation of skills. Personalize instruction meets individual needs of students.

5. Research-based remediation utilizing the new Literacy Program Benchmark Advance allows teachers to track & monitor remediation of students.

and will ensure students receive the additional support for success.

6. RE teachers have the ability to analyze students' needs, determine interventions and supports, & deliver effective instruction .

Rationale for Evidence-based Strategy:

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.

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.

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

2. Tutorials:

a. Analyze student data to determine students for tutorial remediation groups and the support necessary.

b. Choose supplemental materials & resources

c. Provide tutors planning time to become familiar with materials to execute tutorials & remediation.

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

3.. Students with major deficiencies in Reading will be provided ELA Support from Reading Endorsed Teachers (Grades 1-5)

4. Monitoring through weekly analysis of weekly lessons, lesson plans, & ongoing student data.

5. Benchmark Advance provides foundational skill standards that are covered in systematic lessons that develop essential background knowledge & content vocabulary.

6. Standards based instruction & Tier 3 support will be implemented to our severely deficient ELA students by Reading Endorsed Teachers grades 1-5.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we can see our school ranks 430 out of 1395 elementary schools state-wide. We reported 0.3 incidents per 100 students. This rating was for a total enrollment of 1056, with 3 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated high are property incidents specifically vandalism. We had zero Violent incidents and zero Drug/Public order incidents. Our total reported suspension ranked very low. We had zero suspensions and ranked #1 out of 126 schools in 2019-2020.

To support our students and make an impact on incidents we will continue to integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents through the student handbook, monitoring SwPBS (SPLASH) program. 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. Last 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 receive a "Weekly Tech Check". During brick-and-mortar school, students use a SPLASH folder that goes back and forth between school and home to ensure communication between school and family. 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 TechChecks" that are emailed to parents to communicate behavior. Call-outs made by Mrs. Moretto, and Mr. Bohne also ensure and promote an open line of communication between school and families.

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.

Our (SPLASH Program) School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate student success, students receive SPLASH Cash, certificates, individual

reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond. Our monthly WOW Award recognizes teachers and celebrates their successes as a teacher and teacher leader. Teachers are recognized to the community on our school marquee, given a Target gift card from our business partner, a special parking spot for the month, and an extra 30-minute break.

We instill citizenship through our Safety Patrols, this group consists of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!

Coral Reef Elementary implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to District Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

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

Our school also implements Social and Emotional Learning and teachers implement mental health lessons mandated by the state of Florida utilizing lessons provided by the Sanford Harmony program. Coral Reef also participates in Promoting Welcoming & Inclusive Schools. Teachers, SAC, and community members participated in PD to promote and educate on how to promote Welcoming & Inclusive Schools on our campus.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal (Bobbi Moretto): Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. She influences our school culture with strategies that encourage collaboration.

Assistant Principal (Sean Bohne): Supports the principal in collaboration among staff members. He helps to create a positive environment in which teachers can share best practices that are responsive to student needs.

He supports and influences our school culture with strategies that encourage collaboration.

School Counselor (Jenny O'Halloran): Supports a positive culture and environment through lessons she teaches. Through small group interactions and experiences for students, our counselor ensures students

feel safe, welcome and included. She also provides support for parents and provides them with the resources necessary for successful relationships between home and school.

Teachers: All teachers at Coral Reef Elementary incorporate our SWPBS Program. This is a framework that brings together school communities to develop positive, safe, supportive learning environments. SWPBS assists our school to improve social, emotional, behavioral, and academic outcomes for all our students, to ensure all students have equitable and equal opportunities to learn in a positive environment.

Mental Health Facilitators(Shannon Kruzel and Nicole Schreckinger): Provide all students and staff with mental health support and resources. They meet with individual students in addition to collaborative groups.

Our ESOL Coordinator works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SAC: School Advisory Council works together with school, parents, community to promote student achievement and to assist in the preparation and evaluation of the results of the school improvement plan.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline, & the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	100-Salaries	2581 - Coral Reef Elementary School	School Improvement Funds		\$500.00
<i>Notes: School-Based Team Leander Jenny O'Halloran</i>						
	5000	510-Supplies	2581 - Coral Reef Elementary School	School Improvement Funds		\$3,500.00
<i>Notes: Top Score Writing Program (Digital) 4th and 5th grades</i>						
Total:						\$4,000.00