
Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 20 |
| Budget to Support Goals | 20 |

Coral Cove Elementary School

5100 SW 148TH AVE, M IR Amar, FL 33027

[no web address on file]

Demographics

Principal: Stephanie Saban

Start Date for this Principal: 9/29/2021

| | |
|--|---|
| 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 | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 77% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (61%) 2017-18: A (63%) 2016-17: 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 | |

* 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 Broward 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 | 11 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 20 |

Coral Cove Elementary School

5100 SW 148TH AVE, M IR Amar, FL 33027

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 53% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

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

School Board Approval

This plan is pending approval by the Broward 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.

The mission of Coral Cove Elementary and its Stakeholders, is to ensure that all students receive a quality education within a safe and secure learning environment.

Provide the school's vision statement.

The vision at Coral Cove Elementary, is that every student will get “A RARE” experience. They will Achieve at high levels with Relevant, Aligned, Rigorous, and Engaging curriculum.

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 |
|----------------------|------------------------|--|
| Saban , Stephanie | Principal | <p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p> |
| Gonzalez, Ana | Instructional Coach | <p>Bringing evidence-based practices into classrooms by working with teachers and other school leaders through professional development and coaching.</p> |
| Escobar, Diana | Reading Coach | <p>Bring evidence-based practices into classrooms by working with teachers and other school leaders through professional development and coaching.</p> |
| Lee, LaQuita | Assistant Principal | <p>To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p> |

Demographic Information

Principal start date

Wednesday 9/29/2021, Stephanie Saban

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.*

2

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.*

3

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

511

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

8

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

7

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 | 69 | 72 | 82 | 104 | 76 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 494 |
| Attendance below 90 percent | 15 | 10 | 15 | 14 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 23 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Number of students with a substantial reading deficiency | 0 | 4 | 8 | 7 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |

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 | 3 | 2 | 5 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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

Wednesday 9/29/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide ELA assessment | | |
| Level 1 on 2019 statewide Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | | | | 68% | 59% | 57% | 66% | 56% | 56% |
| ELA Learning Gains | | | | 63% | 60% | 58% | 64% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 35% | 54% | 53% | 52% | 51% | 48% |
| Math Achievement | | | | 77% | 65% | 63% | 76% | 62% | 62% |
| Math Learning Gains | | | | 70% | 66% | 62% | 66% | 60% | 59% |
| Math Lowest 25th Percentile | | | | 50% | 53% | 51% | 47% | 47% | 47% |
| Science Achievement | | | | 64% | 46% | 53% | 69% | 49% | 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 | 65% | 60% | 5% | 58% | 7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 69% | 62% | 7% | 58% | 11% |
| Cohort Comparison | | | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 65% | 59% | 6% | 56% | 9% |
| Cohort Comparison | | | | | | |
| | | -65% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 70% | 65% | 5% | 62% | 8% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 76% | 67% | 9% | 64% | 12% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -70% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 81% | 64% | 17% | 60% | 21% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 63% | 49% | 14% | 53% | 10% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Progress Monitoring for all grades

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 42 | 52 | 65 |
| | Economically Disadvantaged | 33.3 | 37.8 | 51.2 |
| | Students With Disabilities | 40 | 25 | 33.3 |
| | English Language Learners | 20 | 51.9 | 27.3 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 32 | 41 | 59 |
| | Economically Disadvantaged | 28.6 | 33.3 | 51.2 |
| | Students With Disabilities | 40 | 12.5 | 33.3 |
| | English Language Learners | 20 | 8.3 | 36.4 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 39 | 55 | 62 |
| | Economically Disadvantaged | 26 | 42 | 46.9 |
| | Students With Disabilities | 29.4 | 17.6 | 12.5 |
| | English Language Learners | 7.1 | 21.4 | 50 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21 | 46 | 58 |
| | Economically Disadvantaged | 14 | 28.6 | 43.8 |
| | Students With Disabilities | 17.6 | 11.8 | 25 |
| | English Language Learners | 35.7 | 46.2 | 57.1 |
| | Grade 3 | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 46 | 60 | 63 |
| | Economically Disadvantaged | 42.9 | 55.1 | 56 |
| | Students With Disabilities | 12.5 | 29.4 | 25 |
| | English Language Learners | 12.5 | 31.3 | 40 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17 | 30 | 42 |
| | Economically Disadvantaged | 14.3 | 27.1 | 35.4 |
| | Students With Disabilities | 12.5 | 17.6 | 28.6 |
| | English Language Learners | 0 | 6.3 | 15.4 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 41 | 52 | 51 |
| | Economically Disadvantaged | 33.3 | 44.4 | 45.3 |
| | Students With Disabilities | 18.8 | 25 | 18.8 |
| | English Language Learners | 7.7 | 15.4 | 23.1 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21 | 38 | 55 |
| | Economically Disadvantaged | 18.5 | 33.3 | 47.9 |
| | Students With Disabilities | 25 | 25 | 46.2 |
| | English Language Learners | 0 | 7.7 | 38.5 |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 46 | 52 | 69 |
| | Economically Disadvantaged | 45 | 42.5 | |
| | Students With Disabilities | 23.1 | 15.4 | |
| | English Language Learners | 0 | 0 | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 28 | 52 | 61 |
| | Economically Disadvantaged | 28.9 | 33.3 | 48.6 |
| | Students With Disabilities | 16.7 | 15.4 | 20 |
| | English Language Learners | 0 | 16.7 | 33.3 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

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 | 17 | 44 | 55 | 21 | 20 | | 31 | | | | |
| ELL | 45 | 57 | | 40 | 37 | | 54 | | | | |
| BLK | 48 | 63 | | 41 | 26 | | 54 | | | | |
| HSP | 57 | 58 | 62 | 49 | 32 | 31 | 66 | | | | |
| WHT | 67 | | | 56 | | | | | | | |
| FRL | 44 | 47 | 54 | 38 | 24 | 23 | 37 | | | | |
| 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 | 32 | 38 | 27 | 40 | 52 | 50 | 33 | | | | |
| ELL | 66 | 61 | 39 | 74 | 73 | 52 | 71 | | | | |
| ASN | 65 | 64 | | 76 | 64 | | | | | | |
| BLK | 60 | 58 | 35 | 71 | 68 | 50 | 55 | | | | |
| HSP | 73 | 66 | 39 | 80 | 74 | 52 | 69 | | | | |
| WHT | 79 | 71 | | 83 | 62 | | 71 | | | | |
| FRL | 59 | 57 | 31 | 69 | 65 | 50 | 49 | | | | |
| 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 | 38 | 56 | 52 | 41 | 48 | 50 | 43 | | | | |
| ELL | 52 | 58 | 45 | 73 | 70 | 54 | | | | | |
| ASN | 72 | 54 | | 92 | 69 | | | | | | |
| BLK | 56 | 64 | 62 | 66 | 60 | 52 | 53 | | | | |
| HSP | 67 | 63 | 48 | 79 | 66 | 50 | 70 | | | | |
| WHT | 87 | 77 | | 82 | 73 | | 92 | | | | |
| FRL | 57 | 61 | 53 | 71 | 63 | 50 | 64 | | | | |

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 | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 49 |
| Total Points Earned for the Federal Index | 394 |
| Total Components for the Federal Index | 8 |

| ESSA Federal Index | |
|--|-----|
| Percent Tested | 96% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 46 |
| 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 | 51 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 62 |
| 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 | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?

ESE and ELL students need additional reinforcements in order to ensure their academic success.

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

Based off the progress monitoring and 2019 state assessments data our Tier 3 students need additional reinforcement which will be targeted in small groups.

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

The contributing factors to this need for improvement are the pandemic and students not being physically in school for their learning. Actions that would need to be taken to address this need for improvement are academic reinforcement that will be targeted in small groups.

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

Data components, based off progress monitoring and 2019 state assessments that showed the most improvement were English Language Arts/Reading.

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

The contributing factors to this improvement were the implementation of academic reinforcement and differentiated instruction during small groups. New actions the school took in this area was focusing on providing students with differentiated and effective small group instruction.

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

Strategies that will need to be implemented in order to accelerate learning is the continued academic reinforcement during small group instruction.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders is PLC, Professional Learning Committees.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the continued support and implementation of academic reinforcement in small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on FSA scores and progress monitoring, it is evident that students are in need of extra academic reinforcement in math.

Measurable Outcome: The percentage of Math students scoring proficient or higher in Math will increase from 30% to 50% by the end of May 2022 as measured by iReady diagnostic 3.

Monitoring: This Area of Focus will be monitored for the desired outcome through progress monitoring using iReady.

Person responsible for monitoring outcome: Stephanie Saban (stephanie.saban@browardschools.com)

Evidence-based Strategy: The evidence-based strategy being used to implement this Area of Focus is daily, differentiated small group instruction.

Rationale for Evidence-based Strategy: The rationale for selecting this specific strategy are that is an effective way to reinforce academic support for students.

Action Steps to Implement

Progress Monitoring throughout the school year using iReady Diagnostic Assessments.

Person Responsible Stephanie Saban (stephanie.saban@browardschools.com)

#2. Instructional Practice specifically relating to ELA

| | |
|---|--|
| Area of Focus Description and Rationale: | Based on FSA scores and progress monitoring, it is evident that students are in need of extra academic reinforcement in ELA, specifically our students with disabilities population. |
| Measurable Outcome: | The percentage of ELA students scoring proficient or higher in ELA will increase from 30% to 50% by the end of May 2022 as measured by iReady diagnostic 3. |
| Monitoring: | This Area of Focus will be monitored for the desired outcome through progress monitoring using iReady. |
| Person responsible for monitoring outcome: | [no one identified] |
| Evidence-based Strategy: | The evidence-based strategy being used to implement this Area of Focus is daily, differentiated small group instruction. |
| Rationale for Evidence-based Strategy: | The rationale for selecting this specific strategy are that is an effective way to reinforce academic support for students. |

Action Steps to Implement

Progress Monitoring throughout the school year using iReady Diagnostic Assessments.

Person Responsible Stephanie Saban (stephanie.saban@browardschools.com)

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.

The discipline data of the school compared to across the state ranks us as moderate, ranking us 781 out of 1,395. The primary area of concern for our school is where we ranked very high, property incidents. The secondary area of concern is where we ranked high, which is drug/public order incidents. The school culture and environment will be monitored through the lens of behavior or discipline data by using every reasonable effort to correct student behavior through resources provided by the school at the lowest level possible and support students in their learning of enhancing a positive school environment. The school will also be referring students with serious or chronic behavior issues to the school's Collaborative Problem Solving Tema (CPST) for interventions and monitoring of 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.

The school addresses building a positive school culture and environment by encouraging and following our five guiding principles. The guiding principles being: be responsible, respectful, kind, safe and inclusive. Students are encouraged to exhibit these principles on a daily basis and are recognized when observed following them.

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

The stakeholders are teachers, staff and administration. Their role in promoting a positive culture and environment at the school is demonstrating the guiding principles and being role models for the students to emulate. Their role is also to recognize students who are seen exhibiting our guiding principles and reminding students to be responsible, respectful, kind, safe and inclusive.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$9,000.00 |
|---|----------|--|---|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3120 | 500-Materials and Supplies | 2011 - Coral Cove Elementary School | Other Federal | | \$4,000.00 |
| | | | <i>Notes: iReady MAFS workbooks to provide supplemental, on grade level consumables for students.</i> | | | |
| | 5100 | 120-Classroom Teachers | 2011 - Coral Cove Elementary School | Other Federal | | \$5,000.00 |
| | | | <i>Notes: ELO for students at risk with certified teachers October- November and January-March.</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$67,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

Broward - 2011 - Coral Cove Elementary School - 2021-22 SIP

| | | | | | | |
|--|------|----------------------------------|---|---------------|---------------|--------------------|
| | 5100 | 120-Classroom Teachers | 2011 - Coral Cove Elementary School | Other Federal | | \$58,000.00 |
| | | | <i>Notes: ESSER teacher to provide intensive reading instruction for K-5 students in grades K-5.</i> | | | |
| | 5100 | 590-Other Materials and Supplies | 2011 - Coral Cove Elementary School | Other Federal | | \$4,000.00 |
| | | | <i>Notes: iReady LAFS workbooks to provide supplemental, on grade level consumables for students.</i> | | | |
| | 5100 | 120-Classroom Teachers | 2011 - Coral Cove Elementary School | Other Federal | | \$5,000.00 |
| | | | <i>Notes: ELO for students at risk with certified teachers October- November and January-March.</i> | | | |
| | | | | | Total: | \$76,000.00 |