Coral Park Elementary School

2021-22 Schoolwide Improvement Plan

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Coral Park Elementary School

8401 WESTVIEW DR, Coral Springs, FL 33067

[no web address on file]

Demographics

Principal: Camille Pontillo

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (59%) 2016-17: B (58%)
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.

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Coral Park Elementary School

8401 WESTVIEW DR, Coral Springs, FL 33067

[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	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission statement of Coral Park Elementary is "to provide a safe, supportive, and compassionate learning community that challenges all students to be life-long learners and responsible citizens by ensuring high expectations are established for all students."

Provide the school's vision statement.

Coral Park Elementary School's vision is "educating today's students to succeed in tomorrow's world by creating a school culture which supports teachers to meet the individual needs of all students."

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
Pontillo, Camile	Principal	Provide the leadership and management necessary to administer and supervise all programs, policies, and activities of the school. To ensure high-quality educational experiences and services for the students in a safe and enriching environment. Responsibilities include but are not limited to the following: - Ensures a productive learning environment through continual collaboration with teachers, students, and parents. - Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. - Enforces disciplinary policies and procedures with students. - Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. - Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. - Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. - Ensures that necessary maintenance and repairs to the school property are performed. - Coordinates staff development for faculty and staff; provides instruction if needed. - Oversees the allocation of supplies and equipment. - Oversees and implements the school budget, approving new programs and expenditures as appropriate. - Represents the school in community activities and meetings. - Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. - Acts as liaison between the district and the school; communicates needs and information to both sides. - Performs other related duties as assigned.
Curry, Shantell	Assistant Principal	Instructional Leader
Lombardo, Suzanne	Reading Coach	Literacy
Worthington, Laura	Math Coach	Math and Science
Letvinchuk, Jennifer	Teacher, ESE	ESE Support Facilitator
Ramage, Stephanie	Other	ESE Specialist (IEP Compliance)

Name	Position Title	Job Duties and Responsibilities
Panzarella, Caryl	Other	Autism Coach
Velian, Jessica	School Counselor	School Counselor

Demographic Information

Principal start date
Friday 7/1/2011, Camille Pontillo

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.*
3

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.*
6

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
506

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	82	70	68	86	91	84	0	0	0	0	0	0	0	481
Attendance below 90 percent	25	34	29	76	21	29	0	0	0	0	0	0	0	214
One or more suspensions	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	
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	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	2	14	26	22	24	11	0	0	0	0	0	0	0	99

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	5	5	0	0	0	0	0	0	0	10

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	3	3	1	4	1	4	0	0	0	0	0	0	0	16
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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	12	15	12	23	18	22	0	0	0	0	0	0	0	102
Attendance below 90 percent	12	13	3	6	6	10	0	0	0	0	0	0	0	50
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	17	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	17	0	0	0	0	0	0	0	22

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	

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	9	15	11	7	0	0	0	0	0	0	0	46
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	81	79	85	102	101	97	0	0	0	0	0	0	0	545
Attendance below 90 percent	17	20	9	11	12	10	0	0	0	0	0	0	0	79
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21

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	2	14	5	9	6	16	0	0	0	0	0	0	0	52

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	2	3	1	4	1	4	0	0	0	0	0	0	0	15
Students retained two or more times	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				69%	59%	57%	62%	56%	56%
ELA Learning Gains				62%	60%	58%	56%	57%	55%
ELA Lowest 25th Percentile				48%	54%	53%	43%	51%	48%
Math Achievement				74%	65%	63%	69%	62%	62%
Math Learning Gains				75%	66%	62%	68%	60%	59%
Math Lowest 25th Percentile				50%	53%	51%	58%	47%	47%
Science Achievement				64%	46%	53%	55%	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	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	76%	62%	14%	58%	18%
Cohort Comparison		-70%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-76%				

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	77%	67%	10%	64%	13%
Cohort Comparison		-70%				
05	2021					
	2019	76%	64%	12%	60%	16%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	49%	17%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool utilized for grades 1-5 for both ELA and Math was the i-Ready Diagnostic AP 1, 2, & 3. For 5th grade Science, the Fall assessment was a district assessment and the Spring assessment was the state assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/32%	33/45%	48/63%
	Economically Disadvantaged	9/21%	14/32%	24/53%
	Students With Disabilities	0/0%	4/26%	7/42%
	English Language Learners	0/0%	3/23%	6/42%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/36%	29/39%	25/33%
	Economically Disadvantaged	12/29%	15/34%	10/23%
	Students With Disabilities	4/29%	3/19%	2/12%
	English Language Learners	5/41%	5/36%	1/8%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/43%	41/52%	49/61%
	Economically Disadvantaged	14/40%	18/51%	20/54%
	Students With Disabilities	3/17%	1/6%	2/10%
	English Language Learners	1/13%	3/33%	5/55%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/26%	32/40%	36/46%
	Economically Disadvantaged	7/20%	16/46%	15/42%
	Students With Disabilities	2/12%	5/28%	2/12%
	English Language Learners	1/13%	2/22%	3/33%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57/60%	63/65%	68/69%
	Economically Disadvantaged	31/53%	32/55%	37/64%
	Students With Disabilities	7/35%	4/18%	4/19%
	English Language Learners	1/13%	1/13%	4/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/17%	26/26%	42/48%
	Economically Disadvantaged	7/21%	13/22%	21/42%
	Students With Disabilities	1/5%	2/9%	1/8%
	English Language Learners	1/13%	1/13%	4/51%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/38%	47/53%	49/55%
	Economically Disadvantaged	12/27%	21/48%	22/48%
	Students With Disabilities	5/17%	8/27%	7/25%
	English Language Learners	0/0%	1/33%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/28%	36/41%	45/50%
	Economically Disadvantaged	9/20%	14/32%	19/41%
	Students With Disabilities	3/10%	4/14%	6/20%
	English Language Learners	0/0%	0/0%	1/25%

Grade 5				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	43/49%	/5764%	59/67%
	Economically Disadvantaged	14/32%	25/58%	24/57%
	Students With Disabilities	3/13%	6//27%	6/27%
	English Language Learners	0/0%	2/40%	2/40%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	32/35%	48/55%	67/75%
	Economically Disadvantaged	14/33%	19/45%	31/72%
	Students With Disabilities	2/9%	3/14%	10/46%
	English Language Learners	0/0%	0/0%	2/40%
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	7/6%	NR	42/55%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	NR	NR	NR
	English Language Learners	NR	NR	NR

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	25	40	40	11	20	30	17				
ELL	46	77		27	29		40				
BLK	59	44		31	18		57				
HSP	50	56		35	38		40				
WHT	75	65		48	41		67				
FRL	50	61	54	29	17	20	48				
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	34	37	44	40	53	46	24				
ELL	51	61	64	63	71	58	44				
ASN	87	83		93	100						
BLK	58	50	50	63	70	56	43				

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
HSP	50	56	47	56	63	44	62				
MUL	80			80							
WHT	80	70		84	81	40	75				
FRL	57	56	48	64	66	45	57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	38	38	29	52	48	8				
ELL	38	56		55	56						
ASN	68	73		79	91						
BLK	51	58	53	50	68	71	32				
HSP	48	54	38	66	56	33	45				
MUL	64			45							
WHT	77	55	38	84	72	71	71				
FRL	52	58	51	62	67	59	51				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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

English Language Learners	
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	42
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	48
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	59
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	43
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?

In terms of SWD students, the 2019 fourth grade students demonstrated an 11% decrease in ELA achievement and a 16% decrease in Math learning gains in the lowest 25th percentile. In fifth grade, there was a 20%, 23%, 10% and 13% decrease in ELA learning gains, ELA for the lowest quartile, Math learning gains and Math learning gains for the lowest quartile respectively. In 2020-2021, the current 4th and 5th grade students demonstrated 67% proficiency on the FSA-ELA and 39% demonstrated proficiency on the FSA-Math.

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

As a school, Math learning learns gains decreased 8 percentage points from 58% to 50%. However, the greatest decrease was in the students with disabilities in 5th grade ELA learning gains for the lowest quartile. This was a 23% decrease. Therefore, we will be focusing our effort toward addressing the gaps in ELA for this subgroup.

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

When compared to the state average, the data component with the greatest gap was the ELA lowest quartile learning gains with our school scoring 5 percentage points below the state average.
The factor that contributed to this is the discrepancy between the understanding of delivery of instructional strategies aligned to the student's identified needs. Instructional planning aligned to standards needs to be driven by student performance and needs.

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

As a school, we demonstrated the most growth in the area of ELA. In the area of Proficiency the was growth of 7% and 6% growth in the area of overall learning Gains. Our Lowest Quartile subgroup also demonstrated a growth of 5%.

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

As a school, we implemented departmentalization and targeted interventions within ability grouping in the fourth and fifth grades and "walk to read" ability groups in grades K-3. Increased the repertoire of our intervention resources and training to include but not limited to, LLI, Soar to Success, and I-Ready individualized lessons.

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

1. Addressing reading deficiencies in our lowest quartile students
2. Addressing reading deficiencies in our students
3. Increasing the proficiency and learning gains of our SWD 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.

The professional development opportunities that will be provided at the school to support teachers and leaders
will focus on the new reading series adoption, Benchmark Advance and Oral Reading Records (ORR).

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

For the next three years, our school will have two ESSER position teachers that will provide student support in both are of both Reading and Math.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The subgroup of students with disabilities did not meet the ESSA criteria of 41% of students demonstrating learning gains.
Measurable Outcome:	By June, 2022, the SWD subgroup will increase by 3 percentage points in learning gains in both reading and math.
Monitoring:	An assessment calendar has been developed for each grade level, for each standard, in both reading and math. Embedded in the assessment calendar are growth monitoring checkpoints. Support personnel will collaborate with the grade level teachers to adjust the instruction to meet the student needs based upon the student performance data.
Person responsible for monitoring outcome:	Jennifer Letvinchuk (jennifer.letvinchuk@browardschools.com)
Evidence-based Strategy:	The student deficiencies will be addressed by utilizing tier 2 and tier 3 research based interventions, including but not limited to LLI, Wilson, and iReady with small group targeted instruction. Students will receive specialized multi-sensory instruction to address the deficiencies.
Rationale for Evidence-based Strategy:	This strategy was selected based upon the district's MTSS/Rti plan. Students are identified through careful analysis of student classroom performance, the iReady diagnostic assessment, and FSA data utilizing the decision tree.

Action Steps to Implement

Quarterly data chats to review progress monitoring data and adjust support

Person Responsible	Camile Pontillo (camille.pontillo@browardschools.com)

Alignment of instruction to ensure students are exposed to grade level curriculum

Person Responsible	Laura Worthington (laura.worthington@browardschools.com)

Adjusting iReady individualized path to include lessons that will address deficit prerequisite skills

Person Responsible	Jennifer Letvinchuk (jennifer.letvinchuk@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

According to the SafeSchoolsforAlex.org, Coral Park is a non reporting school and no data is available.

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.

Building positive relations with parents and community stakeholders is essential in supporting the needs of students. Actions such as a personal phone call to each parent inviting them to open house, scheduling parent/teacher conferences to communicate student strengths and needs, coordinating student recognition events in coordination with parent make and take literacy, math, and science nights, quarterly Coffee and Conversation with the Principal for parents to be able to clarify questions, frequent communications via email, newsletters, Parent links, and website updates providing information to support the needs of the students are some ways.

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

Our office staff greets and assists all guests and maintains correspondence/communication with all stakeholders.
The administration also maintains correspondence/communication with all stakeholders, creates meaningful parent involvement, establishes school norms that build values, set consistent discipline, and supports teachers.
The support staff maintains correspondence/communication with all stakeholders, create rituals and traditions that are fun for students and teachers, encourage innovation in the classroom and provide professional development for teachers.
The school counselor implements Social Emotional Learning (SEL) and establishes school norms that build values.
The classroom teachers celebrate personal achievements and good behavior, implement diverse classroom activities, and engage students in ways that benefit them.
The custodial staff maintains the physical environment of our school.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$232,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

		160-Other Support Personnel	3041 - Coral Park Elementary School	Title, I Part A		$115,000.00
			Notes: Math Coach position and Reading Intervention Teacher position assisting with aligning the support needed for the SWD.			
		160-Other Support Personnel	3041 - Coral Park Elementary School	Other		$115,000.00
			Notes: ESSER Math Teacher and ESSER Reading Teacher providing additional intervention to address unfinished learning with SWD subgroup students			
		520-Textbooks	3041 - Coral Park Elementary School	School Improvement Funds		$2,000.00
			Notes: Intervention materials			
					Total:	**$232,000.00**