

The School District of Palm Beach County

Coral Sunset Elementary School



2021-22 Schoolwide Improvement Plan

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Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.palmbeachschools.org>

Demographics

Principal: Shanda Garvin Shaw

Start Date for this Principal: 8/18/2021

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)	83%
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: A (72%) 2017-18: B (61%) 2016-17: B (61%)
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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22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.palmbeachschools.org>

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	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Garvin-Shaw, Shanda	Principal	<p>Essential Functions:</p> <p>The vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote the application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard-bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in the achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success.

Name	Position Title	Job Duties and Responsibilities
		<p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe, and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have a deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Set clear goals with individuals, teams, and the whole faculty for student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and the whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provide intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations, and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility, and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies, and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
DiPasquale, Melissa	Assistant Principal	<p>Vision of Academic Success for All</p> <p>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career readiness.</p> <p>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify</p>

Name	Position Title	Job Duties and Responsibilities
		<p>exemplars of the vision in action and barriers to it.</p> <p>3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote the application of learning.</p> <p>4. Challenges beliefs and practices that interfere with achieving the vision.</p> <p>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>6. Serves as the cheerleader, coach, and standard-bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in the achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe, and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective</p>

Name	Position Title	Job Duties and Responsibilities
		<p>approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have a deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and the whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient, and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility, and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies, and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Additional Job Functions:</p> <p>1. Follows adopted policies and procedures in accordance with School Board priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p>
White, Cynthia	Teacher, K-12	<p>1. Provides schools with instructional leadership and support for the continuous academic improvement of all ELLs in the community of schools with which they engage.</p> <p>2. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.</p> <p>3. Provides coaching, support, and professional learning strategies to individual ESOL instructional specialists to improve classroom instruction for ELLs and facilitate growth as instructional leaders.</p> <p>4. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all ELL students.</p> <p>5. Facilitates building, shaping and changing the prevailing culture in schools to ensure a culture of pride, trust, and respect.</p> <p>6. Assists school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares ELLs for purposeful learning.</p> <p>7. Develops in-depth understanding of English language development standards and content standards to support school improvement.</p> <p>8. Uses existing ELL data appropriately to diagnose and assess school needs; guides schools in tailoring instruction to meet individual needs of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ELLs.</p> <p>9. Increases schools' capacity to seek, critically assess, and selectively incorporate new ideas and practices for ELLs.</p> <p>10. Collaborates in creating Professional Learning Communities and Learning Team Meetings / Lesson Study Groups at the school level.</p> <p>11. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each ELL.</p> <p>12. Monitors schools in fulfilling requirements outlined in the District ELL Plan, as required by the Florida Department of Education (FDOE).</p> <p>13. Provides and participates in training on data analysis of ELLs and curriculum alignment.</p> <p>14. Guides schools in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide ESOL plan.</p> <p>15. Identifies effective, long lasting professional development, focused on ELLs, which will act as a change lever; ensures professional development is intensive, targeted, ongoing and embedded.</p> <p>16. Supervises and evaluates performance of ESOL instructional specialists.</p> <p>17. Participates in meetings with various departments, committees, public affairs groups and parents regarding matters pertaining to ELLs; meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.</p> <p>18. Provides technical assistance with federal laws, state statutes and FDOE rules by attending meetings and responding to questions from school/district administration, ESOL instructional specialists, school-based ESOL contacts, and parents.</p> <p>19. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>
Gil, Cynthia	School Counselor	Responsible for all PBIS initiatives, counseling groups, SBT, and other duties as assigned.
Jeselnik, Kerri	Teacher, K-12	Responsible for the 4th-grade classroom, academic instruction, interventions, and support for 4th-grade general education students. Team Leader and SAC Chair.

Name	Position Title	Job Duties and Responsibilities
Caruso, Scott	Other	<ol style="list-style-type: none"> 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge / Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. 14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas. <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board

Name	Position Title	Job Duties and Responsibilities
		<p>priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p>
Hannan, Sue	Teacher, K-12	Academic supplemental instruction, interventions, and support for K-5 students.
Scott, Meghan	School Counselor	Responsible for SBT, assists with PBIS initiatives, counseling groups, interventions and other duties as assigned.
Barnard, Katherine	Teacher, ESE	Academic instruction, interventions and support for K-5 ESE students. ESE Compliance

Demographic Information

Principal start date

Wednesday 8/18/2021, Shanda Garvin Shaw

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.*

13

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.*

10

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

751

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

12

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	105	123	98	107	109	123	0	0	0	0	0	0	0	665
Attendance below 90 percent	27	13	15	25	22	25	0	0	0	0	0	0	0	127
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	40	41	47	62	46	29	0	0	0	0	0	0	0	265
Course failure in Math	12	18	33	49	41	38	0	0	0	0	0	0	0	191
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	34	16	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	43	33	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	9	10	13	0	0	0	0	0	0	0	32
FY21 ELA Winter Diag Level 1 & 2	0	0	0	61	56	85	0	0	0	0	0	0	0	202
FY21 Math Winter Diag Level 1 & 2	0	0	0	65	48	70	0	0	0	0	0	0	0	183

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	20	24	34	54	51	39	0	0	0	0	0	0	0	222

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	1	0	4	8	8	8	0	0	0	0	0	0	0	29
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

Tuesday 7/20/2021

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	101	89	103	111	112	134	0	0	0	0	0	0	0	650
Attendance below 90 percent	8	4	3	10	2	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	22	47	40	50	34	0	0	0	0	0	0	0	193
Course failure in Math	0	8	21	16	33	22	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	64	34	0	0	0	0	0	0	0	98
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	51	33	0	0	0	0	0	0	0	84

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	9	25	19	33	29	0	0	0	0	0	0	0	115

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	9	9	8	7	0	0	0	0	0	0	0	35
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	101	89	103	111	112	134	0	0	0	0	0	0	0	650
Attendance below 90 percent	8	4	3	10	2	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	22	47	40	50	34	0	0	0	0	0	0	0	193
Course failure in Math	0	8	21	16	33	22	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	64	34	0	0	0	0	0	0	0	98
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	51	33	0	0	0	0	0	0	0	84

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	9	25	19	33	29	0	0	0	0	0	0	0	115

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	2	9	9	8	7	0	0	0	0	0	0	0	35
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				64%	58%	57%	61%	57%	56%
ELA Learning Gains				77%	63%	58%	61%	61%	55%
ELA Lowest 25th Percentile				71%	56%	53%	62%	56%	48%
Math Achievement				76%	68%	63%	62%	65%	62%
Math Learning Gains				81%	68%	62%	64%	63%	59%
Math Lowest 25th Percentile				75%	59%	51%	62%	53%	47%
Science Achievement				61%	51%	53%	56%	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	58%	54%	4%	58%	0%
Cohort Comparison						
04	2021					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-58%				
05	2021					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	65%	9%	62%	12%
Cohort Comparison						
04	2021					
	2019	68%	67%	1%	64%	4%
Cohort Comparison		-74%				
05	2021					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	51%	6%	53%	4%
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 diagnostics is used for ELA (Grade 1-5), Successmaker is used for MATH (Grades 1-5)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.6	34.1	55.3
	Economically Disadvantaged	30.2	27.9	50.0
	Students With Disabilities	11.1	15.8	47.4
	English Language Learners	22.2	27.8	44.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		75	87.6
	Economically Disadvantaged		73.1	85.9
	Students With Disabilities		63.2	76.2
	English Language Learners		68.2	95.5

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	34	45.5
	Economically Disadvantaged	31.3	32.5	44.4
	Students With Disabilities	13	8.7	16.7
	English Language Learners	27.3	22.7	39.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		81.8	88.3
	Economically Disadvantaged		79.0	87.1
	Students With Disabilities		65.2	72
	English Language Learners		60.9	88
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		62.5	63.1
	Economically Disadvantaged		58.5	58.1
	Students With Disabilities		46.4	48.4
	English Language Learners		39.4	34.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		63.6	46.4
	Economically Disadvantaged		60.7	42.5
	Students With Disabilities		45.2	32.3
	English Language Learners		41.2	25.7

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	66.1	61.9
	Economically Disadvantaged	55.6	59.8	55.3
	Students With Disabilities	0.0	26.1	23.1
	English Language Learners	44.4	41.7	48.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.3	48.2	36.8
	Economically Disadvantaged	36.6	42.0	30.1
	Students With Disabilities	14.3	13	11.5
	English Language Learners	45.8	45.8	38.5
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		80	84.3
	Economically Disadvantaged		75.8	82.2
	Students With Disabilities		80	76
	English Language Learners		60.5	63.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.9	66.9	37.1
	Economically Disadvantaged	73.7	64.3	37.4
	Students With Disabilities	56	24	8
	English Language Learners	63.2	53.8	17.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	85.3	84.2	83.9
	Economically Disadvantaged	85.4	81.4	82.7
	Students With Disabilities	83.3	60	72
	English Language Learners	70.6	69.2	60

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	42	75	80	35	46	46	33				
ELL	50	61	52	45	35	29	31				
ASN	77			85							
BLK	51	76		40	35		44				
HSP	63	75	54	56	47		46				
MUL	56			75							
WHT	69	83		52	44	29	64				
FRL	59	75	57	50	41	31	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	35	55	57	48	65	58	38				
ELL	59	78	80	68	81	78	52				
ASN	83			92							
BLK	63	76		72	72	70	47				
HSP	56	71	67	70	79	77	53				
MUL	90			100							
WHT	70	81	68	80	84	75	72				
FRL	60	74	70	73	79	73	57				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	55	50	38	61	58	38				
ELL	65	78	79	59	73	64	53				
BLK	45	39	36	44	45	70	25				
HSP	64	71	67	59	68	68	61				
MUL	67			67							
WHT	63	59	68	69	66	42	62				
FRL	58	62	63	59	64	65	53				

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	57
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	78

ESSA Federal Index	
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
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	55
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	60
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	66

Multiracial Students	
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	60
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	55
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?

When identifying patterns across Progress monitoring and FSA data from FY21, it is clear that ESE and ELL subgroups are not performing in relation to their peers. For example, in comparison to general education students, ELLs are performing 20%-30% lower in both ELA and Math. Their proficiencies are listed below:

ELA Data:

ELL FY21 diagnostic: 37%

ELL FY21 FSA: 39%

ESE FY21 Diagnostic: 29%

ESE FY21 FSA: 39%

FSA ELA Overall proficiency in FY21 (all students): 62%

MATH Data:

ELL FY21 diagnostic: 39%

ELL FY21 FSA: 39%

ESE FY21 Diagnostic: 29%

ESE FY21 FSA: 32%

FSA MATH Overall proficiency in FY21 (all students): 54%

Science Data:

ELL FY21 FSA: 23%
 ESE FY21 FSA:33%
 FSA SCIENCE Overall proficiency in FY21 (all students): 51%

The data above shows a glaring discrepancy with both ELL and ESE subgroups across all core content areas. It is also clear that math proficiency has dropped since FY19 as apparent in the lower FSA proficiencies and consistent decline in progress monitoring across the FY21 school year.

Math proficiencies:
 3rd: FY19 58% to Fy21 53%
 4th: FY19 54% to FY21 36%
 5th: FY19 71% to FY21 66%

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

Based on the FSA data from FY21 and Progress monitoring in FY19 and Fy21, it is clear the ELL and ESE proficiencies across all core content areas are in need of improvement. The sharp decline in ELL and ESE proficiency rates in FSA are included in the data below:

ELA FSA:
 ELL FY19: 59% to FY21: 39%
 ESE FY19: 35% to FY21: 39%

MATH FSA:
 ELL FY19: 68% to FY21: 39%
 ESE FY19: 48% to FY21: 32%

As seen above, ESE scores in ELA were also low in FY19, showing that we did make a minimal improvement in FY21 in this particular subgroup (+4%). Increasing proficiency in both ELL and ESE subgroups will increase overall proficiency across the school, having a large impact on school success and school grade.

In addition, Math proficiency in 4th grade specifically has had a drastic decline, showing that this area needs improvement. In FY19 4th grade math proficiency was at 54%. In FY21, math proficiency dropped to 36% proficient. The progress monitoring from Fy19 and Fy21 showed a slow, consistent decline in math proficiency at this level.

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

One of the contributing factors was virtual/in person learning. Virtual students made up 60% of our total enrollment. 40% of students were engaged in on campus learning. Traditional learning methods were implemented with fidelity to both virtual and on-campus students, however lack of technology engagement, and difficulty implementing small group instruction virtually was challenging. Many ESE students were at-home learners and had difficulty staying on task while at home. When implementing small group instruction virtually, it was not guaranteed that all students had all materials needed for effective teaching.

Attendance was another issue for both virtual and brick-and-mortar students. Students who were virtual often logged in late or not at all. This was due to a number of reasons, including but not limited to technology issues.

Now that students are attending in person learning teachers will be able to teach the core instruction and interventions with fidelity.

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

According to progress monitoring data in FY21, the areas with the most improvement include Grade 1 and Grade 2 ELA proficiency in iReady Diagnostics data. 1st grade increased from 31% proficient in fall Fy21 to 55% proficient in Spring. This includes an increase of 36% in ESE student proficiency and a 22% increase in ELL proficiency. 2nd grade increased from 34% proficient in fall to 45% proficient in spring. This includes a 13% increase for students who are considered FRL.

Secondly, 4th grade ELA proficiency increased 7% from fall to spring in Fy21 progress monitoring (iReady Data). This improvement did not correlate with the FSA data of FY21, which showed proficiency in 4th grade staying the same as Fy19.

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

1st and 2nd grade ELA teachers have been utilizing FUNdations for 2 years for interventions and core phonics instructions. It has proven to increase student proficiency and confidence in ELA. Teachers participated in ongoing professional development for phonics instruction and small group instruction. Collaborative and deliberate planning at these grade levels occurred by-weekly in professional learning communities (PLCs). During this time teachers aligned instruction to the standards and deliberately planned explicit delivery of instruction. Furthermore, consistent progress monitoring and modification to small group instruction contributed to a rise in proficiency. These teams followed closely to state and district assurances, scope and sequence and material recommendations. Teachers utilized Pupil Progression Monitoring to ensure their instruction pushed students to proficiency and/or growth.

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

Coral Sunset will hold multiple tutorials this year for 1st-5th grade students, including a partnership with Project UpLift for 1st-3rd grade students. Tutorial materials will be strategically chosen based on student data and need.

Boca High and West Boca have partnered with us to provide acceleration and tutorial services for students. Boca High will work specifically with our Hispanic population (ELL students) to build relationships and work on academic goals. This is sponsored by our schools' ELL Guidance Counselor. West Boca will work specifically with math students in 4th grade to reach proficiency and gain confidence in their computations. This is called Math Genius Club and will occur twice a week.

Coral Sunset will also hire 2 day tutors from FAU to tutor students during the school day. This will happen as a push-in/pull-out service within core block for ELA and Math, utilizing chosen materials determined by the leadership team and teachers.

Double Downs are an instructional system that allows multiple teachers to pull small group at the same time in one classroom. This system will occur in K-5 classrooms and consist of the homeroom teacher and one ESE/ELL teacher per room. Materials and lessons will be planned in Professional Learning Communities and will be aligned to specific child needs and the state standards.

Coral Sunset has accelerated math classes in grades 3-5. The teachers who lead these classes work closely with the Single School Culture Coordinator to ensure lessons are rigorous, standards based and enriching.

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.

Based on contributing factors, it is clear that the ESE and ELL department needs to build capacity and expertise in the curriculum. The team that has been hired for FY22 is working in collaboration and will participate in grade-level PLCs to help them plan to the needs of their students. The team will also have specialized ESE and ELL support strategies PD on PDD Days available this year. This will be available to all teachers so they can be implemented within the gen ed classroom.

Another PD opportunity for all instructional staff will include learning about Aggressive monitoring, which allows teachers to give immediate, actionable feedback to students in all subjects. This strategy is proven to support students in reaching their academic achievement goals.

Lastly, data chats will be held with teachers throughout the year to ensure they know what students need support, which type of support and how to track their progress. Admin will also hold trainings with teachers to ensure they are holding effective data chats with students and parents to guide students to meet their goals and show growth in proficiency.

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

SAI teacher will continue to support students 3rd-5th grade who are in need of reading academic interventions. This is during the supplemental block, where all teachers will be meeting with students who are at-need for intervention services. Students are chosen strategically and grouped together to ensure instruction is aligned to their individual needs. Materials are chosen by the intervention teams to ensure they align to the standards and goals of students.

To increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes and the learning of the performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school.

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

- Distribution of a letter, flyer or informational brochure to families of preschool children
- Open house for families of incoming kindergarteners
- Making plans for preschool children to practice kindergarten routines
- Distributing of community resources to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

According to FY21 FSA data, overall Math achievement has decreased. There are two subgroups showing low proficiency: ESE and ELL. In addition, 4th Grade proficiency is also demonstrating a lack of growth, according to FY21 FSA, despite new innovations. According to FY21 diagnostic data, we were projected to be ... In Math over all. Grade 4 was projected to be 36% proficient with actual at 34%. All these students missed the ending 3rd grade math in person where necessary prerequisites for 4th grade math were taught, and some were virtual during their 4th grade year. This is one possible factor contributing to the Grade 4 decrease.

Measurable Outcome:

Coral Sunset will increase overall 4th grade Proficiency by 9%, from 36% to 45%

Monitoring:

Monitoring will take place via data discussions with teachers in PLC, classroom instructional walks conducted by administration. Immediate feedback will be given after walkthroughs, informals and formal observations in order to increase the effectiveness of teachers. In addition individual student data will be monitored regularly.

Person responsible for monitoring outcome:

Shanda Garvin-Shaw (shanda.garvin-shaw@palmbeachschools.org)

Evidence-based Strategy:

1. Teachers will implement small group instruction organizing three to four students based on scheduled formative and performance assessments as well as utilizing vetted materials chosen by academic and administrative teams. This includes small group instruction in core instruction, as well as tier 2/3 instruction with vetted materials
2. Khan Academy, SuccessMaker, and McCarthy Math will be utilized to build foundation skills daily in addition to content prescribed resources. These videos and lessons will aid in a flipped classroom model to help the students build prior knowledge.
3. Teachers will improve student engagement through academic teaming and student centered practice, and rigorous authentic learning activities during small group instruction utilizing vetted materials.
4. Math teachers will engage in standards-based planning, data analysis and mini-professional development in PLC cycles. PLC cycles will include modeling, coaching, and continuous feedback to support teacher growth. PLCs are facilitated by academic leaders.
1. Small group, differentiated instruction aligns instruction to the needs of every student. Tier 2/3 close learning gaps. Differentiation meets the needs of students, pushing towards proficiency.

Rationale for Evidence-based Strategy:

2. McCarthy math and Khan Academy are researched based adaptive technology resources that will be used in addition to Success Maker to support students with the understanding of concepts in another way. Research shows that students with different learning styles require different modes of instruction There are videos, and standard-based activities and practice problems to be guided through on this platform.
3. Teaming increases accountable talk, engagement and complex thinking. Students discuss thinking, examine reasoning, process learning and discuss evidence, leading to mastery of the standard by explaining and supporting their thought process.

4. PLC's increase effectiveness of team planning. PLCs are facilitated by academic leaders. Powerful collaboration helps create a systematic process in which the school/ teachers work together to analyze and improve practice. PLC's allow active involvement in an ongoing cycle of learning and improvement.

Action Steps to Implement

Teachers will improve student engagement through academic teaming and student-centered practice, and rigorous authentic learning activities during small group instruction utilizing vetted materials. Planning and professional development on academic teaming will occur.

Person Responsible Scott Caruso (scott.caruso@palmbeachschools.org)

Teachers will plan McCarthy Math, Khan, and Successmaker materials in PLC and collaborative planning weekly. PLC facilitator will guide teachers in data analysis of these standards and guide teams in utilizing the materials to support the students in areas of need.

Person Responsible Shanda Garvin-Shaw (shanda.garvin-shaw@palmbeachschools.org)

Teachers will implement small group instruction organizing three to four students based on scheduled formative and performance assessments as well as utilizing vetted materials chosen by academic and administrative teams. This includes small group instruction in core instruction, as well as tier 2/3 instruction with vetted materials. The master schedule will be created to support small group instruction.

Person Responsible Melissa DiPasquale (melissa.dipasquale@palmbeachschools.org)

Math teachers will engage in standards-based planning, data analysis, and mini-professional development in PLC cycles. PLC cycles will include modeling, coaching, and continuous feedback to support teacher growth. PLCs are facilitated by academic leaders.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Differentiation

Based on the FSA data from FY21 and Progress monitoring in FY19 and FY21, it is clear the ELL and ESE proficiencies across all core content areas are in need of improvement. The sharp decline in ELL and ESE proficiency rates in FSA are included in the data below:

Area of Focus
Description and Rationale:

ELA FSA:
 ELL FY19: 59% to FY21: 39%
 ESE FY19: 35% to FY21: 39%

MATH FSA:
 ELL FY19: 68% to FY21: 39%
 ESE FY19: 48% to FY21: 32%

As seen above, ESE scores in ELA were also low in FY19, showing that we did make a minimal improvement in FY21 in this particular subgroup (+4%). Increasing proficiency in both ELL and ESE subgroups will increase overall proficiency across the school, having a large impact on school success and school grade.

Measurable Outcome:

Coral Sunset will increase ELL and ESE student proficiency by 5% across all core content areas (ELA, Math and Science). This will be measured in progress monitoring through iReady and Successmaker Data, iXL data and also FSA data.

Some tools we will use to monitor this data will include: Successmaker, iReady, USAs and FSQs, Benchmark Assessments, Reflex Math, iXL, district Winter Diagnostics, FSA and observed student behaviors.

Monitoring:

Progress monitoring data will be analyzed at professional learning communities bi-weekly (PLCs) as well as during data chats with staff, students and families. Adjustments in instructional behaviors will be made based on data and student need.

Tier 3 students will be monitored monthly based on new state statute mandates.

Person responsible for monitoring outcome:

Shanda Garvin-Shaw (shanda.garvin-shaw@palmbeachschools.org)

Evidence-based Strategy:

Small group instruction will be implemented with fidelity to ESE and ELL students in their area of academic concern. This includes well-planned lessons with a highly qualified teacher in a small-group setting, which consists of less than 7 students. Materials for these small groups will be decided based on student need and all materials will be vetted by the leadership team and district.

Rationale for Evidence-based Strategy:

This strategy is proven to focus on what students truly need to reach mastery and include observing students' behaviors, combined with progress monitoring consistently, to guide instruction based on each individual student profile. Materials used during this time are strategically chosen to ensure they meet the standards while also meeting students where they are to push them to where they need to be. Fountas and Pinnell states small group, differentiated instruction aligns instruction to the needs of every student. Tier 2/3 services close learning gaps. Differentiation meets the needs of students, pushing towards proficiency. The Continuum of Literacy Learning states students must develop early literacy concepts, including phonological awareness in order to become readers. Differentiating in a small group may look like focusing on letter knowledge, letter-sound relationships, spelling

patterns, and chunking, building fluent readers, as well as working on comprehension and fluency with higher-level readers.

Action Steps to Implement

Teachers will implement small group instruction during virtual learning and brick and mortar by utilizing vetted materials chosen by academic and administrative teams. This includes small group instruction in core instruction, as well as tier 2 and tier 3 instruction with vetted materials both virtual and brick and mortar.

Person Responsible Melissa DiPasquale (melissa.dipasquale@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://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, Coral Sunset is ranked 383 out of 1,395 elementary schools statewide in School Safety and has a LOW incident ranking. In the district, CSES is ranked 30 out of 80 elementary schools. This rating was for 806 students PreK-5th grade, with 2 incidents in FY19. We have zero property and zero drug incidents. There are two violence incidents coded for FY19, one physical attack and one fighting. CSES is rated Very Low in Total Reported Suspensions. In the past few years there have been zero suspensions, which is an improvement from the in-school suspensions coded for FY16 (13) and FY15 (19).

To support our students and make an impact on our incidents, CSES will continue to integrate School Wide Positive Behavior Supports and a Single School Culture Climate across campus. These Universal Guidelines ensure that all students, parents and staff members know the expectations at Coral Sunset to ensure student success. CSES will continue to work with the SWPBS Team and leadership to implements positive behavior supports across all grade levels, including outside of the classroom (including cafeteria). All classrooms continue to follow the school wide discipline plans and also create specialized plans for their classrooms. The SBT team continues to work together to implement behavior plans for students needing additional interventions to reduce the number of referrals and suspensions.

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 is the staple of the community. When our school hosts evening activities it allows for community engagement that fosters not only positive engagement with students, but it also includes the family of the students, as well as community partners and volunteers. The school also has a chance to acknowledge various cultures that live in the community where they work.

When the school has functional organizations such as PTO or PTA, it gives the community a voice in which they can express concerns. Access to school contacts such as teachers, school counselors, community language facilitator, parent liaison, and administrators, is key to having and building relationships with families. Hosting parent informational meetings provides families with resources that are useful to them; this allows us to make a positive impact within our school and environment.

A SWPBS model is utilized. A school wide matrix is created to set expectations for positive behavior in all areas of the building. Teachers proactively teach expectations and recognize student regularly for positive behavior. In addition our SWPBS model creates recognition opportunities and morale building activities for staff.

Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

*History of the Holocaust

*History of African Americans

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

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

Stakeholders are the pieces of the school that promote one of the best chances of success for the school and community as a whole. Stakeholders include but are not limited to administrators, teachers, students, parents, the community, local businesses, or just anyone that is vested or willing to invest in the overall well-being of the school. The jobs vary from stakeholder to stakeholder though, but the end goal is still all aligned. The role of the administrator is to oversee the health of the school by upholding values that promote positive cultures and values. The role of the parents and students is to take pride in the school and try to provide any necessary tools from a personal standpoint of making sure the students are ready to learn, respectful, and prepared daily. The role of the local business is to come alongside the school in the community where the children of their clients and customers attend. Local businesses have an opportunity to donate funds or supplies or both to the local school. The role of the school board member is to serve as a leader and representative of the community and as advocates for students and the school district. The role of volunteers is to augment the educational and support resources available to students through the use of the diverse talents and skills of the community members. The role of the teacher is to help students learn and by imparting knowledge to students and setting up a space where students can and will learn effectively.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00

Total:	\$0.00
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