

The School District of Palm Beach County

# Coral Sunset Elementary School



## 2022-23 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: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (65%) 2018-19: A (72%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](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.

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## Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Coral 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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"> <li>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.</li> <li>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.</li> <li>3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote the application of learning.</li> <li>4. Challenges beliefs and practices that interfere with achieving the vision.</li> <li>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>6. Serves as the cheerleader, coach, and standard-bearer for the vision.</li> <li>7. Functions collaboratively with the School Advisory Council to assess school needs, and 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.</li> <li>8. Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> </ol> <p>Climate</p> <ol style="list-style-type: none"> <li>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.</li> <li>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</li> <li>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>14. Celebrates success as well as opportunities for growth.</li> <li>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<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 on 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 the 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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Espinoza, Jennifer	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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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>

Name	Position Title	Job Duties and Responsibilities
		<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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>

Name	Position Title	Job Duties and Responsibilities
		<p>8. Uses existing ELL data appropriately to diagnose and assess school needs; guides schools in tailoring instruction to meet individual needs of 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>
Hannan, Sue	Teacher, K-12	Academic supplemental instruction, interventions, and support for K-5 students.
Barnard, Katherine	Teacher, ESE	Academic instruction, interventions and support for K-5 ESE students. ESE Compliance



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



Name	Position Title	Job Duties and Responsibilities
		3. Performs other duties as assigned.

Donahue, Janel	Teacher, K-12	Responsible for academic instruction, interventions, and support for general education students. SBT Leader
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## Demographic Information

### Principal start date

Thursday 7/29/2021, Shanda Garvin Shaw

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2022 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.*

7

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

789

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

7

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	115	132	117	117	113	142	0	0	0	0	0	0	0	736
Attendance below 90 percent	41	40	21	25	26	34	0	0	0	0	0	0	0	187
One or more suspensions	5	0	1	0	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	21	50	30	46	33	6	0	0	0	0	0	0	0	186
Course failure in Math	12	23	16	30	14	22	0	0	0	0	0	0	0	117
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	19	24	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	24	34	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	48	37	46	0	0	0	0	0	0	0	131

Using the table above, complete the table below with the number of students by current grade level who have 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	18	28	16	43	32	36	0	0	0	0	0	0	0	173

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	11	9	8	0	0	0	0	0	0	0	32
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 9/7/2022

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	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	

**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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	59%	56%				64%	58%	57%
ELA Learning Gains	76%						77%	63%	58%
ELA Lowest 25th Percentile	65%						71%	56%	53%
Math Achievement	63%	53%	50%				76%	68%	63%
Math Learning Gains	70%						81%	68%	62%
Math Lowest 25th Percentile	67%						75%	59%	51%
Science Achievement	44%	59%	59%				61%	51%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	54%	4%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-58%				
05	2022					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	65%	9%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	68%	67%	1%	64%	4%
Cohort Comparison		-74%				
05	2022					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	51%	6%	53%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	58	47	38	51	42	16				
ELL	58	77	77	55	69	74	39				
ASN	83			83							
BLK	61	74		50	83	73	31				
HSP	68	84	87	71	77	71	43				
MUL	80	85		67	69						
WHT	65	69	52	59	62	55	43				
FRL	63	74	67	60	71	66	38				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
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	61
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

According to FY22 FSA data, the following has occurred:

ELA made a 4% gain from FY21-FY22 (63%-67%)

Math made a 9% gain from FY21-FY22 (54%-63%)

Math LG increased 25% from FY21-FY22 (45%-70%)

ELA L25 increased 8% from FY21-FY22 (57%-65%)

Math L25 increased 39% from FY21-FY22 (28%-67%)

SWD decreased in ELA proficiency by 8% Learning Gains decreased by 17% and the L25% decreased by 33%.

SWD decreased Science proficiency by 17%

SWD increased Math proficiency by 3%, Learning Gains increased 5%, L25% decreased 4%

ELL students increased in ELA achievement by 8%, learning gains increased by 16% and L25%



increased by 25%.

ELL's increased Science proficiency by 8%

ELL Math achievement increased 10%, increased Learning gains by 34%, and increased L25% by 45%.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Science demonstrated the greatest need for improvement because FSA data decreased 10% from 2021-2022 but there was also a trend of decreasing proficiency from 2019, which was 61%. So a downward trend of 17% over the last 3 years has occurred.

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

Students were not exposed to Science vocabulary and content in a hands on matter due to Covid.

The STEM Coach retired after the 2020 school year.

The new actions that would need to be taken are Science PLC's will be held bi-weekly, monitoring data in PLC's, Science tutorial, with a focus on Fair Game Benchmarks, additional resources provided.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math overall proficiency increased 9%.

Math Learning Gains increased 25%

Math L25% increased 39%

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

Students were on campus for learning. Students were strategically selected to participate in intervention groups and tutorial to meet their individual needs. Teachers were assigned students based on their teaching strengths.

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

Continuing tutorial, having enrichments opportunities, AMP in grades 3 grade (22) 4th grade (23) 5th grade (16).

**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, the ESE and ELL department is building capacity and expertise in the benchmark curriculum. The team that has been hired for FY23 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 general education classroom.

Another PD opportunity for all instructional staff will include learning MTSS, which allows teachers to provide supplemental and intensive supports in academic areas. This will assist in closing the learning gap

Lastly, data chats will be held with teachers throughout the year to ensure they know which students need support, what type of support, and how to track their progress. Administration will also hold

trainings with teachers to ensure they are having effective data chats with students and parents to guide students and families 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 2nd -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 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

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

## #1. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to FY22 FSA data, overall Science achievement has decreased. Fifth Grade science proficiency is demonstrating a lack of growth, according to FY22 FSA. Since FY19 we have shown a consistent downward trend from FY19 at 61% to FY21 at 54% to FY22 at 44% all these students missed the ending 3rd grade science in person where necessary prerequisites and fair game benchmarks for 4th and 5th grade science were taught, and some students were virtual during their 4th grade year. This is one possible factor contributing to the Grade 5 decrease in science proficiency.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Coral Sunset will increase overall 5th grade Science Proficiency by 10%, from 44% to 54%

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will take place via data discussions with teachers in PLC, classroom instructional walks conducted by administration. Immediate feedback will be given after walkthroughs, informal 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:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

There will be standards based instruction as well as small groups to focus on grade level material and fair game benchmarks. Hands-on science experiments and labs will occur per unit to enhance the learning process.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy.  
Describe the

Small groups are differentiated based on student need and instructional levels. Students will be assessed with FSQ's and USA's that are viewed bi-weekly in PLC. This will help with formulating small group instruction and reteach opportunities.

resources/  
criteria used for  
selecting this  
strategy.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During PLC's Science (FSQ/USA) data will be analyzed to differentiate instruction in small groups.

**Person Responsible**            Jennifer Espinoza (jennifer.espinoza@palmbeachschools.org)

Provide Professional Development around standards based instruction

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

## #2. Instructional Practice specifically relating to Differentiation

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the FY22 FSA data, the ESE and ELL students were less than 40% proficiency ELA/Math and Science.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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, Reflex, iXL data and also FAST data.

Some tools we will use to monitor this data will include: iReady (ELA and Math), USAs and FSQs, Benchmark Assessments, Reflex Math, iXL, FAST Testing and observed student behaviors.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring data will be analyzed in Professional Learning Communities bi-weekly (PLCs) as well as during data chats with staff, students and families. Adjustments in instructional practices 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional development to enhance small groups to focus on grade level material and reteach benchmarks. Different Learning styles will be utilized in whole group and small group instruction.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

To analyze student data to provide differentiated small group instruction for specific standards.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

### Person Responsible

Jennifer Espinoza (jennifer.espinoza@palmbeachschools.org)

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

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

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 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 PTA, gives the community a voice in which they can express concerns. Access to school contacts such as teachers, school counselors, community language facilitators, 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.

An 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 students 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 school culture and environment.

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 an advocate 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 by imparting knowledge to students and setting up a space where students can and will learn effectively.