Coral Reef Elementary School

2022-23 Schoolwide Improvement Plan

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Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

https://cres.palmbeachschools.org

Demographics

Principal: Sean Bohne

Start Date for this Principal: 7/25/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (71%) 2017-18: A (64%)
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	N/A
* 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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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	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

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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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coral Reef Elementary, along with the School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Coral Reef Elementary, along with the School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership
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
Moretto, Bobbi	Principal	Instructional Leader in charge of executing and monitoring personnel, resources and strategies to ensure all students have equitable access to standards-based instruction.
Bohne, Sean	Assistant Principal	Supporting the principal in executing and monitoring personnel, resources and strategies to ensure each student has equal access to effective standards-based instruction.
Harbaruk, Lori	SAC Member	School Advisory Chair and ESE Teacher Responsible for collaboration between teachers and the SAC committee and assists in the annual preparation and evaluation of both the SIP and the school's annual budget. Mrs. Harbaruk is also an ESE teacher. Her responsibilities include providing services for identified exceptional education students in K, 1 & 2 to meet their IEP goals as well as supporting the teachers in those grade levels. She provides input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers and parents. Attendance in meetings allows for consistency in reviewing the ongoing progress of students through tracking and monitoring data during School-based Team meetings, weekly PLCs and monthly data team meetings.
allan, kelly	Teacher, K-12	Reading Endorsed teacher responsible for servicing 2nd & 3rd significantly below grade level and Tier 3 students. She meets and participates with teachers and staff to support student achievement.
Balassone, Amy	Other	Team Leader in charge of supporting the reading curriculum as the SAI teacher with standards-based instruction, leading PLCs, supporting school wide initiatives and serving as leader of the ESE/VE/ESOL team
Bogler, Jennifer	Teacher, K-12	Team Leader in charge of supporting Kindergarten. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Christensen, Robin	Teacher, K-12	Reading Endorsed Teacher responsible for servicing 4th & 5th grade significantly below grade level and Tier 3 students. She meets and participates in grade level PLCs and collaborates with teachers and staff to support student achievement.
Conlogue, Cara	Teacher, K-12	Team Leader in charge of supporting 1st grade. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to

Name	Position Title	Job Duties and Responsibilities
		ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Detrick, Marissa	Teacher, K-12	Team Leader in charge of supporting 2nd grade. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Hyland, Saundra	Other	Mrs. Hyland is responsible for maintaining Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3 year evaluations for a caseload of students with identified disabilities.
Matteodo, Jennifer	Instructional Media	Team leader in charge of supporting the Fine Arts team. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Mazur , Jenna	Teacher, K-12	Reading Endorsed teacher responsible for servicing 1st grade below grade level and Tier 3 students. She meets and participates in grade level PLCs and collaborates with teachers and staff to support student achievement.
O'Halloran, Jenny	School Counselor	Mrs. O'Halloran supports students and staff with social and emotional needs, academics and behavior. She provides support through teaching and also facilitates School-based Team meetings. She counsels students with social and emotional needs. She is the lead for social and emotional learning on campus. Additionally, she monitors and assists with positive behavioral support and attendance concerns.
Pascarella, Marissa	Psychologist	Ms. Pascarella provides psycho educational evaluations. As a member of the School-based team, she helps with academic and behavioral interventions for struggling students and serves on the Child Study team to help determine ESE eligibility and develop IEPs. Additionally, she is a member of the Threat Assessment Team.

Name	Position Title	Job Duties and Responsibilities
Rogers, Andrea	Teacher, K-12	Team Leader in charge of supporting the third grade team. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Scott, Dana	Teacher, K-12	Team Leader in charge of supporting the 4th grade team. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.

Demographic Information

Principal start date
Monday 7/25/2022, Sean Bohne

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.*
6

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.*
16

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
1,009

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	146	160	139	177	162	173	0	0	0	0	0	0	0	957
Attendance below 90 percent	35	25	28	20	21	30	0	0	0	0	0	0	0	159
One or more suspensions	1	0	0	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	1	28	34	37	20	21	0	0	0	0	0	0	0	141
Course failure in Math	1	12	19	25	29	19	0	0	0	0	0	0	0	105
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	15	15	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	18	34	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	1	28	34	25	15	15	0	0	0	0	0	0	0	118

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	1	12	20	35	24	31	0	0	0	0	0	0	0	123

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	0	7	0	0	0	0	0	0	0	0	0	9
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

Monday 8/22/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	28	37	25	34	0	0	0	0	0	0	0	135

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	0	0	4	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	11	28	37	25	34	0	0	0	0	0	0	0	135

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	4	0	0	4	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	75%	59%	56%				78%	58%	57%
ELA Learning Gains	74%						75%	63%	58%
ELA Lowest 25th Percentile	58%						60%	56%	53%
Math Achievement	72%	53%	50%				81%	68%	63%
Math Learning Gains	73%						72%	68%	62%
Math Lowest 25th Percentile	58%						63%	59%	51%
Science Achievement	70%	59%	59%				65%	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	76%	54%	22%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	78%	62%	16%	58%	20%
Cohort Comparison		-76%				
05	2022					
	2019	77%	59%	18%	56%	21%
Cohort Comparison		-78%				

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	83%	65%	18%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	80%	67%	13%	64%	16%
Cohort Comparison		-83%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	51%	14%	53%	12%

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	39	54	40	34	55	45	37				
ELL	51	60	47	46	77	64	50				
ASN	86	87		90	78		87				
BLK	72	76	62	67	73	54	52				
HSP	68	74	56	56	68	50	59				
MUL	67			67							
WHT	80	71	56	82	76	70	77				
FRL	67	76	63	60	68	52	62				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	47	35	43	57	39	40				
ELL	36	60		42	40		30				
ASN	79	80		88	80		80				
BLK	63	80		69			60				
HSP	64	65		59	54	47	49				
MUL	73			80							
WHT	75	73	50	74	56	57	68				
FRL	62	63	42	58	56	38	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	59	48	50	74	67	19				
ELL	51	63	43	68	73	62	50				
ASN	92	82		92	88		55				
BLK	64	68	64	73	77		38				
HSP	76	72	55	73	68	55	63				
MUL	57	60		79	70						
WHT	80	77	65	86	73	68	72				
FRL	67	70	57	72	73	60	58				

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	69
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	73
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	59
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	86
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	65
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	63

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	67
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	73
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	65
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?

FY19 FSA VS FY22 FSA results show:
ELA: Overall proficiency decreased 3% from 78% in FY19 to 75% in FY22
Grade 3 ELA -10%
Grade 4 ELA -1%
Grade 5 ELA +3 gain
Lowest 25% achievement decreased 2% from 60% in FY19 to 58% in FY22
FSA MATH: Overall proficiency decreased 9% from 81% in FY19 to 72% in FY22
Grade 3 Math -11% pts
Grade 4 Math -9.27 %
Grade 5 Math -10.18 %
Lowest 25% achievement decreased 5% from 63% in FY19 to 58% in FY22

FSA Grade 5 SCIENCE: +2.8 gain

Based on this data trend, Coral Reef Elementary will focus on diminishing course failure, increase learning gains and achievement. Our data shows a need to focus on literacy that includes remediation of standards, foundational skills while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our students that have severe reading deficiencies as well as our ESSA subgroups ELL and SWD. These students will receive strategically targeted support from Reading Endorsed teachers through various modes of instruction including technology, small groups, tutorials, data chats and progress monitoring.

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

Overall achievement decrease in ELA and Math as well as the number of students with significant reading deficiencies in grades 1 - 5 are areas of concern. Our lowest 25% performing students decreased in both ELA and Math. Our focus for FY22 is to diminish course failure and increase learning gains and student achievement. To address these issues, Benchmark Advance Reading Series and Savvas Math Series will be implemented in grades 1 - 5 and teachers will actively engage in development of standards-based rigorous lessons and differentiated small group instruction. In addition, a team of specially trained teachers will work specifically with deficient readers. These teachers are Reading Endorsed teachers and will tailor strategies to advance these identified struggling students (Tier 2, Tier 3) as well as ESE and ELL (identified subgroup) students.

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

Standards-based instruction will continue to be a primary focus during instructional planing sessions, professional learning communities and data chats with teachers and students. Additionally, small group instruction will be planned, taught and frequently monitored. Resources and strategies will be aligned to grade level standards and scaffolding to support students who are not yet performing at grade level will be implemented.

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

The areas that showed the most improvement on the FY22 FSA 5th grade:
ELA 3% gain.
Science 3% gain. Science exam pass rates have steadily increased from 65% FY19 to 68% FY22.
Actions taken to support these improvements include intensive reading support, differentiated small group instruction, and an increase in collaborative planning by teachers including on-going data analysis to address identified strengths and weaknesses

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

During FY22, an emphasis on standards-based planning was implemented during PLCs allowed for well-planned small group instruction including differentiated resources and enhanced monitoring of student progress. Teachers were able to consistently monitor student mastery of standards and have to ability to adjust instruction to accelerate or remediate based on student need.

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

Standards-based instruction will continue to be the primary focus during planning, instruction, professional learning communities and data chats with teachers and students. All resources and strategies will be aligned to B.E.S.T. Standards and scaffolds will be put in place to support students who need acceleration as well as those who need remediation. Our school has identified students will

significant reading deficiencies in reading in grades 1 - 5. These students are receiving support from specialized Reading Endorsed teachers.

Tier 2 and Tier 3 students in grades 1, 2, 3, 4 and 5 receive additional intensive reading instruction and support The following Reading Endorsed teachers provide this support: Mrs. Mazur (1st), Mrs. Benson (2nd & 3rd), Mrs. Balassone (2nd, 4th, 5th) and Mrs Christensen (4th & 5th - including science instruction).

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

Professional Learning Communities (PLCs) provide teachers to engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics and Science and to address the needs of each of our students. PLCs continue to be an active part of our school schedule and provide embedded professional development. During FY22, PLC will focus on standards-based instruction, the intent of BEST standards, Benchmark ELA and Savas Math curriculum implementation with an emphasis on small group differentiated instruction. Teachers will plan for instruction, use of resources, small group instruction and adaptations for accelerating or supplementing to meet the needs of each student.

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

Coral Reef Elementary will continue to implement K-5 standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level are in place for ELA and Math.

Also, as an early intervention to increase student readiness to enter kindergarten we offer four prekindergarten programs, of which two are Voluntary PreK Inclusion programs. These programs supplement with enrichment hours and/or prek self contained programs for students aged 3-5, determined eligible for exceptional student education based on goals and services as 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, rules and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning Performance Standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To increase ELA proficiency in all grade levels. Based on state and district data, overall ELA proficiency decreased 3% from 78% FY19 to 75% FY22. 3rd Grade proficiency decreased 10% from 76% FY19 to 66% FY22 and 4th grade proficiency decreased 1% from 78% FY19 to 77% FY22. 5th grade increased proficiency by 3% from 77% FY19 to 80% FY22. Our goal is to be strategic and focus on standards-based instruction to ensure best practices utilized throughout all content areas. We strive to provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase FSA ELA achievement from 75% to 76% Increase Lowest 25% gains from 58% to 65% ELA Learning Gains from 74% to 80%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring provides teachers and administration with data to make informed decisions about instruction, differentiation and student achievement. Teachers will use a variety of formative assessments during instruction, summative assessments (SDPBC FSQs & USAs, iReady diagnostics & summative assessments), classroom observations and anecdotal notes to monitor student progress. Bobbi Moretto (Principal) and Sean Bohne (Assistant Principal) will engage in numerous monitoring activities including review of lesson plans, data analysis, data chats with teachers and students, classroom walks, review of student work, parent conferences, and formal and informal observations.
Person responsible for monitoring outcome:	Bobbi Moretto (bobbi.moretto@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. All teachers will engage in standards-based collaborative planning during PLCs 2. Teachers will analyze B.E.S.T Standards and standard clarifications to implement instruction to the full intent and rigor of the standards 3. Teachers will plan for differentiated small group instruction within all ELA classes and across all grade levels including ensuring a variety of tasks, processes and products 4. All students will be remediated and enriched through a variety of learning opportunities including adaptive technology, iReady Reading Program 5. All teachers will utilize the materials and resources outlined in the Benchmark Advance ELA literacy program 6. Students identified with severe reading deficiencies will receive additional intensive supplemental instruction provided by a Reading Endorsed teacher
Rationale for Evidence-	1. Standards-based collaborative planning during PLCs ensures instructional practices focused on targeted learning goals, sharing of best practices, monitoring of student

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	progress and planned use of resources to meet student needs 2. B.E.S.T. Standards and accompanying standards clarifications allow teachers to plan and implement rigorous instruction that meets the full intent of the standards 3. Reading Endorsed Teachers are specially trained to provide individualized prescribed ELA instruction and support to meet identified needs of students 4. The iReady Reading Program offers students opportunities to receive enrichment and/ or remediation of skill personalized based on student performance 5. Research-based remediation and enhancement strategies are provided within the Benchmark Advanced Literacy Program/Curriculum

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.

1. Provide teachers with opportunities for collaboration and planning during PLCs (Principal & Assistant Principal)
a. Create PLC schedule to ensure all teachers participate
b. Grade level teachers will collaborate to design differentiated and rigorous standards-based instruction ensuring student engagement
c. Teachers will identify the Lowest 25% ELA students and create appropriate small group instruction
d. Teachers will continually analyze classroom data to determine student strengths & weaknesses and appropriate corrective action

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

Tutorials
a. Analyze data to identify students needing tutorial remediation and additional support
b. Determine instructional support needed
c. Choose supplemental materials and resources
d. Provide tutors planning time to develop remedial instruction and familiarize themselves with resources

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

Students with major deficiencies in reading to receive supplemental support from Reading Endorsed (RE)Teachers
a. Identified students with major deficiencies provided with targeted intensive support from RE Teachers
b. Monitor support through weekly analysis of lessons, plans, and ongoing student data
c. Monitor implementation of Benchmark Advance Literacy Curriculum and SPIRE Phonics Program

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To increase Math proficiency in all grade levels. Based on state and district data, overall Math proficiency decreased 9% from 81% FY19 to 72% FY22. 3rd Grade proficiency decreased 9% from 83% FY19 to 72% FY22 and 4th grade proficiency decreased 11% from 80% FY19 to 71% FY22. 5th grade proficiency decreased by 10% from 78% FY19 to 68% FY22. Our goal is to be strategic and focus on standards-based instruction to ensure best practices utilized throughout mathematics instruction. We strive to provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase FSA MATH achievement from 73% to 75% Increase Lowest 25% gains from 58% to 65% ELA Learning Gains from 73% to 78%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring provides teachers and administration with data to make informed decisions about instruction, differentiation and student achievement. Teachers will use a variety of formative assessments during instruction, summative assessments (SDPBC FSQs & USAs, iReady diagnostics & summative assessments), classroom observations and anecdotal notes to monitor student progress. Bobbi Moretto (Principal) and Sean Bohne (Assistant Principal) will engage in numerous monitoring activities including review of lesson plans, data analysis, data chats with teachers and students, classroom walks, review of student work, parent conferences, and formal and informal observations.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers will engage in standards-based collaborative planning during PLCs 2. Teachers will analyze B.E.S.T Standards and standard clarifications to implement instruction to the full intent and rigor of the standards 3. Teachers will plan for differentiated small group instruction within all mathematics classes and across all grade levels including ensuring a variety of tasks, processes and products 4. All students will be remediated and enriched through a variety of learning opportunities including adaptive technology, iReady Reading Program 5. All teachers will utilize the materials and resources outlined in the Savvas Mathematics program
Rationale for Evidence-based	Standards-based collaborative planning during PLCs ensures instructional practices focused on targeted learning goals, sharing of best practices, monitoring of student progress and planned use of resources to meet student needs

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

2. B.E.S.T. Standards and accompanying standards clarifications allow teachers to plan and implement rigorous instruction that meets the full intent of the standards
3. The iReady Reading Program offers students opportunities to receive enrichment and/ or remediation of skill personalized based on student performance
4. Research-based remediation and enhancement strategies are provided within the Savvas Mathematics Program/Curriculum

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.

Provide teachers with opportunities for collaboration and planning during PLCs
a. Create PLC schedule to ensure all teachers participate
b. Grade level teachers will collaborate to design differentiated and rigorous standards-based instruction ensuring student engagement
c. Teachers will identify the Lowest 25% Math students and create appropriate small group instruction
d. Teachers will continually analyze classroom data to determine student strengths & weaknesses and appropriate corrective action

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

Tutorials (Sean Bohne, assistant principal - person responsible)
a. Analyze data to identify students needing tutorial remediation and additional support
b. Determine instructional support needed
c. Choose supplemental materials and resources
d. Provide tutors planning time to develop remedial instruction and familiarize themselves with resources

Person Responsible   Sean Bohne (sean.bohne@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.

Coral Reef Elementary cultivates a Single School Culture by sharing Universal Guidelines for Success and communicating expectations to parents through student protocols and monitoring our SPLASH Program. Coral Reef Elementary's School-wide Positive Behavior(SwPB) Plan (SPLASH Program) has three main areas of focus including the expectation that each student is SAFE, RESPECTFUL and RESPONSIBLE. A

matrix is used across campus and explicitly states what each behavior looks like throughout all settings within the school. The SPLASH Program is used to encourage students' academic and behavior success. Students receive SPLASH cash, certificates, individual reward tickets and incentives to celebrate their successes. The School-wide Positive Behavior Support/SPLASH Program is an administrative expectation and is implemented by the entire staff (including the Aftercare Program). The school community is saturated with the SPLASH Program language and is supported at home by parents through daily/weekly communication via the "SPLASH Folder."

To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team provides incentives to teachers throughout the year. The monthly "WOW Award" recognizes teachers and celebrates their successes as teachers and teacher leaders. This recognition includes messages on the school marquee, distribution of Target gift cards from our business partner, special month long parking space and an extra thirty minute break.

To further foster a positive school culture and environment, Social and Emotional Learning is implemented as teachers implement mental health lessons provided by the Sanford Harmony program (as mandated by the state of Florida). Additionally, Coral Reef Elementary participates in promoting Welcoming & Inclusive Schools program. Teachers, SAC and community members participate in on-going professional development to promote and educate on methods to promote welcoming and inclusivity practices across campus.

Coral Reef Elementary also fosters a positive school environment by implementing multiple measures of analyzing school-wide data to drive the Response to Intervention (RtI) process. Student assessments that are routinely analyzed for areas of strengths and weaknesses include, but are not limited to, SDPBC Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics and Reading Running Records (RRR).

Additionally, Coral Reef Elementary instills leadership skills and citizenship through its Safety Patrols. This group consists of only 5th grade students who are responsible, respectful and set an excellent example for students. Their job requires each patrol to maintain the safety of all students. Safety Patrols report to their duty posts at 7:30 a.m. to assist students throughout campus assisting with a variety of tasks including arrival procedures, monitoring hallways and helping teachers. At the end of the school day, they return to their assigned posts to ensure a smooth and safe dismissal. These Safety Patrols earn the privilege of traveling to Washington DC for an annual field trip consisting of a four day tour of Williamsburg, Jamestown and Washington DC. By serving the as such positive role models, the Safety Patrols contribute tremendously to the positive school culture and climate at Coral Reef Elementary.

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

Principal, Bobbi Moretto, promotes collaboration among staff members. She creates a positive environment for teachers to share best practices, respond to students needs and develop pedagogy. Mrs. Moretto positively influences Coral Reef's school culture by implementing strategies that encourage collaboration. Assistant, Sean Bohne, supports the principal efforts to promote collaboration among staff members. He helps to create a positive environment for teachers to share best practices, respond to students needs and to develop pedagogy. Mr. Bohne positively influences Coral Reef's school culture by implementing strategies that encourage collaboration.

School Counselor, Jenny O'Halloran, supports the positive culture and environment through lessons addressing Social and Emotional wellness and inclusivity. She ensures students feel safe, welcome and included through classroom instruction and small group interactions. Mrs. O'Halloran provides support for parents by sharing resources for building relationships between home and school.

Each teacher at Coral Reef Elementary incorporates the SPLASH Program (our SwPBS program). This program unites our school community to develop a positive, safe and supportive learning environment. SwPBS assists Coral Reef Elementary to improve social, emotional, behavioral and academic outcomes and ensures students have an equitable learning environment.

The Mental Health Facilitators, Shannon Kruzel and Nicole Schreckinger, provide all students and staff with mental health support and resources. They meet individually with students as well as in collaborative groups.

The ESOL Coordinator, Janet Bucarano, works in conjunction with the SDPBC Multicultural Department to ensure the implementation of ELL programs and services designed to improve the outcomes for our English Language Learners.

The School Advisory Committee (SAC) works collaboratively with school, parents and community to promote student achievement and assist with preparation, monitoring and evaluation of School Improvement Plan.

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

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

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

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

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

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

Teachers follow the scope and sequence as outlined by the SDPBC Department of Teaching & Learning through the Blender platform. This practice ensures that teachers have a concrete timeline as well as the resources to provide quality instruction for mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development. The Character Development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, honesty, charity, self-control, tolerance (racial, ethnic, religious), cooperation as well as respect for authority, life, liberty and personal property.