

Broward County Public Schools

Coral Cove Elementary School



2022-23 Schoolwide Improvement Plan

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Coral Cove Elementary School

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

[no web address on file]

Demographics

Principal: Stephanie Saban

Start Date for this Principal: 7/28/2015

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 77% |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: B (58%) 2018-19: B (61%) 2017-18: A (63%) |
| 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 | ATSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Coral Cove Elementary School

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

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|----------------------------------------------------------------------------|
| Elementary School PK-5 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | B | | B | B |

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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 |
|-----------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Saban , Stephanie | Principal | To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. |
| Lee, LaQuita | Assistant Principal | To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. |
| Arguelles, Michele | Instructional Coach | Identify the support required to comply with federal and state legislation, priorities, and standards, through the application of effective methods, evidence-based instructional strategies, and coordination of resources which are targeted to achieve measurable school improvement. Focus on effective strategies to improve student academic achievement, with special emphasis in the areas of reading, science, and mathematics. |
| Escobar, Diana | Instructional Coach | The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum. |

Demographic Information

Principal start date

Tuesday 7/28/2015, Stephanie Saban

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.*

1

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.*

8

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

502

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

5

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

1

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 | 77 | 78 | 92 | 106 | 80 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 528 |
| Attendance below 90 percent | 23 | 12 | 17 | 15 | 12 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 1 | 1 | 3 | 7 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 25 | 20 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 22 | 22 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| Number of students with a substantial reading deficiency | 0 | 3 | 11 | 9 | 11 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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 | 1 | 4 | 25 | 18 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |

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 | 1 | 0 | 0 | 27 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| 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

Thursday 9/1/2022

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 3 | 2 | 5 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

The number of students identified as retainees:

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 3 | 2 | 5 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

The number of students identified as retainees:

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

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 | 62% | 58% | 56% | | | | 68% | 59% | 57% |
| ELA Learning Gains | 70% | | | | | | 63% | 60% | 58% |
| ELA Lowest 25th Percentile | 44% | | | | | | 35% | 54% | 53% |
| Math Achievement | 61% | 54% | 50% | | | | 77% | 65% | 63% |
| Math Learning Gains | 65% | | | | | | 70% | 66% | 62% |
| Math Lowest 25th Percentile | 39% | | | | | | 50% | 53% | 51% |
| Science Achievement | 68% | 59% | 59% | | | | 64% | 46% | 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 | 65% | 60% | 5% | 58% | 7% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 69% | 62% | 7% | 58% | 11% |
| Cohort Comparison | | -65% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 65% | 59% | 6% | 56% | 9% |
| Cohort Comparison | | -69% | | | | |

| 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 | 70% | 65% | 5% | 62% | 8% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 76% | 67% | 9% | 64% | 12% |
| Cohort Comparison | | -70% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 81% | 64% | 17% | 60% | 21% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 63% | 49% | 14% | 53% | 10% |
| 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 | 21 | 36 | 36 | 18 | 29 | | 40 | | | | |
| ELL | 58 | 62 | 42 | 45 | 48 | 27 | 48 | | | | |
| ASN | 92 | | | 92 | | | | | | | |
| BLK | 53 | 72 | 44 | 54 | 65 | 40 | 68 | | | | |
| HSP | 63 | 67 | 44 | 61 | 62 | 38 | 67 | | | | |
| WHT | 82 | 92 | | 76 | 75 | | | | | | |
| FRL | 56 | 70 | 43 | 54 | 63 | 43 | 60 | | | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 17 | 44 | 55 | 21 | 20 | | 31 | | | | |
| ELL | 45 | 57 | | 40 | 37 | | 54 | | | | |
| BLK | 48 | 63 | | 41 | 26 | | 54 | | | | |
| HSP | 57 | 58 | 62 | 49 | 32 | 31 | 66 | | | | |
| WHT | 67 | | | 56 | | | | | | | |
| FRL | 44 | 47 | 54 | 38 | 24 | 23 | 37 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 32 | 38 | 27 | 40 | 52 | 50 | 33 | | | | |
| ELL | 66 | 61 | 39 | 74 | 73 | 52 | 71 | | | | |
| ASN | 65 | 64 | | 76 | 64 | | | | | | |
| BLK | 60 | 58 | 35 | 71 | 68 | 50 | 55 | | | | |
| HSP | 73 | 66 | 39 | 80 | 74 | 52 | 69 | | | | |
| WHT | 79 | 71 | | 83 | 62 | | 71 | | | | |
| FRL | 59 | 57 | 31 | 69 | 65 | 50 | 49 | | | | |

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) | ATSI |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 62 |
| Total Points Earned for the Federal Index | 471 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|--------------------------------------------------------------------------------|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 30 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 49 |
| 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 | 92 |
| 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 | 57 |
| 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 | 58 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| 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 | 81 |
| 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 | 55 |
| 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?

The trends that emerge across grade levels, subgroups and core content areas is our ESE population and the lowest quartile gains.

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

ESE and Lowest Quartile Gains.

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

The contributing factors were scheduling our ESE students and instructional delivery. New actions include schedule revisions and revising our pull-out model to service ESE students.

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

Our proficiency in all academic general education areas, showed the most improvement.

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

Curriculum and content aligned Professional Learning Communities.

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

New additional supplemental learning software to target the needs of all students and professional developments for teachers in areas of need.

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.

Some professional developments opportunities would be on how to use current data to drive instructional grouping and remediation. As well as other content areas that the teachers feel they need assistance.

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

Additional services are professional learning communities and curriculum coaching. We also have an ESSER teacher to double dose and meet the needs of our Tier2/3 students.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

The rationale that explains this need is based off our data from 2022. In 2019, our SWD population had a proficiency of 32% in ELA. In 2022, our SWD population had a 21% proficiency in ELA.

Measurable Outcome:

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

By May 2023, there will be a 12% increase in our SWD population proficiency in ELA as measured on FAST.

Monitoring:

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

Data Chats, CPST meetings, Data Analysis of Benchmark Unit Exams, and continuous PLC discussions sharing best instructional practices.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

The evidence-based strategy that is being implemented for this area of focus is Benchmark Horizons to target the needs of our SWD and struggling students.

Rationale for Evidence-based Strategy:

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

This is the program that is promoted by Broward Schools to target all student needs in the ELA 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.

Data Chats, CPST meetings, Data Analysis of Benchmark Unit Exams, and continuous PLC discussions sharing best instructional practices.

Person Responsible

Stephanie Saban (stephanie.saban@browardschools.com)

#2. 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.

The rationale that explains this need is based off our data from 2022. In 2021, our Lowest 25% population had a proficiency of 62% in ELA. In 2022, our SWD population had a 44% proficiency in ELA.

Measurable Outcome:

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

By May 2023, there will be an 18% increase in our Lowest 25% population proficiency in ELA as measured on FAST.

Monitoring:

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

Data Chats, CPST meetings, Data Analysis of Benchmark Unit Exams, and continuous PLC discussions sharing best instructional practices.

Person responsible for monitoring outcome:

Stephanie Saban (stephanie.saban@browardschools.com)

Evidence-based Strategy:

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

The evidence-based strategy that is being implemented for this area of focus is Benchmark Horizons to target the needs of our Lowest 25% of ELA struggling students.

Rationale for Evidence-based Strategy:

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

The rationale for selecting this specific strategy is District Guidance of district mandated programs to be used for curriculum and implementing differentiated instruction.

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.

Data Chats, CPST meetings, Data Analysis of Benchmark Unit Exams, and continuous PLC discussions sharing best instructional practices.

Person Responsible

Stephanie Saban (stephanie.saban@browardschools.com)

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 Cove's guiding principles are centered around positivity and kindness. Our guiding principles are promoted daily and students implement them daily. Our guiding principles are Be Kind, Be Safe, Be Responsible, Be Respectful, and Be Inclusive. Teachers and students identify when a behavior or act is aligned to one of our guiding principles and it is spotlighted.

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

Our stakeholders also help promote a positive school culture by being inclusive. Local businesses host school nights for fundraising and our PTA, from varying backgrounds promote unity by bringing the community together for different occasions.