

Miami-Dade County Public Schools

Coral Reef Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Coral Reef Elementary School

7955 SW 152ND ST, Palmetto Bay, FL 33157

<http://coralreefe.dadeschools.net/>

Demographics

Principal: Christina Guerra L

Start Date for this Principal: 6/30/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
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: A (71%) 2018-19: A (71%) 2017-18: A (72%)
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 Dade 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Coral Reef Elementary School

7955 SW 152ND ST, Palmetto Bay, FL 33157

<http://coralreefe.dadeschools.net/>

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	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coral Reef Elementary provides students with rigorous academic instruction delivered through dedicated and exemplary teaching. This pursuit of excellence will be achieved through the collaboration of a staff and parents who realize the unique responsibility they share in creating future citizens who are prepared to meet the academic and social challenges of the 21st century.

Provide the school's vision statement.

Coral Reef Elementary empowers students to achieve excellence in education through: The mastery of academic skills necessary to pursue a life-long love of learning, acknowledgement of their membership in a global community, and development of knowledge and respect for their own and other cultures, while developing a social conscience and respect for the environment.

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
Guerra, Christina	Principal	The principal leads school initiatives related to academic rigor and instruction, school safety, fostering the development of teacher leaders, and maintaining a positive school culture for students and staff.
Basulto, Martha	Teacher, K-12	The teacher leader and her partner lead the STEAM initiatives within the school.
Blanco, Carolina	Instructional Technology	The Media Specialist coordinates our technology initiatives, facilitates computer based testing, and leads school-wide reading initiatives.
Maestas, Alyssa	Assistant Principal	The assistant principal support the initiatives of the principal and leads school-wide data analysis for instructional decision-making.

Demographic Information

Principal start date

Thursday 6/30/2011, Christina Guerra L

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.*

3

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.*

12

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

690

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

4

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

4

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	108	109	100	114	144	131	0	0	0	0	0	0	0	706
Attendance below 90 percent	0	7	5	3	2	1	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	3	6	1	0	0	0	0	0	0	0	18
Course failure in Math	0	2	2	2	4	3	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	7	9	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	5	12	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	4	5	9	10	13	0	0	0	0	0	0	0	41

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	0	4	3	7	6	6	0	0	0	0	0	0	0	26

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	4	1	7	0	2	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/31/2022

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	100	96	111	141	122	142	0	0	0	0	0	0	0	712
Attendance below 90 percent	2	2	3	5	4	6	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	3	3	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	1	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	4	27	27	8	11	0	0	0	0	0	0	0	78

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

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

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	0	7	0	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	100	96	111	141	122	142	0	0	0	0	0	0	0	712
Attendance below 90 percent	2	2	3	5	4	6	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	3	3	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	1	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	4	27	27	8	11	0	0	0	0	0	0	0	78

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

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

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	0	7	0	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	83%	62%	56%				82%	62%	57%
ELA Learning Gains	71%						71%	62%	58%
ELA Lowest 25th Percentile	56%						63%	58%	53%
Math Achievement	83%	58%	50%				83%	69%	63%
Math Learning Gains	72%						72%	66%	62%
Math Lowest 25th Percentile	64%						49%	55%	51%
Science Achievement	69%	64%	59%				78%	55%	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	83%	60%	23%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-83%				
05	2022					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-83%				

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	86%	67%	19%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-86%				
05	2022					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	53%	23%	53%	23%
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	45	56	33	65	74	65	35				
ELL	65	68	53	60	66	60	47				
ASN	94			94							
BLK	61	58	42	62	56		39				
HSP	82	73	53	81	72	64	70				
WHT	95	72		96	81		91				
FRL	72	71	55	70	65	57	48				
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	56	44		56	38		33				
ELL	76	68		61	33		62				
ASN	80			87							
BLK	65	67		67	31		21				
HSP	84	64	50	75	43	22	68				
WHT	88	72		83	52		81				
FRL	71	59	36	61	29	10	52				
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	30	44	46	42	32	35	35				
ELL	77	73	65	75	69	62	70				
ASN	75			94							
BLK	61	54	63	68	56	43	58				
HSP	83	72	66	82	70	51	74				
WHT	92	79	60	92	82	50	95				
FRL	65	61	56	66	59	44	63				

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	71
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	66
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	61
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	94
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	53
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 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	87
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	63
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?

A trend that emerged across core content areas was the maintenance of high levels of proficiency ELA and Math. ELA proficiency increased one percentage point from 82% to 83%. Math proficiency increased by 7 percentage points, from 76% to 83%.

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

Although there was an increase of 5 percentage points in the science 2022 test scores, there exists a need to increase science proficiency to at least 71%. Despite the 14-percentage point increase of the L25 in ELA from 42% to 56%, before the pandemic 63% of students in the L25 scored proficient in ELA in 2019. A need exists to focus on increasing proficiency score of the L25 in ELA.

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

Due to learning losses caused by the COVID pandemic, students were not afforded the opportunity to participate in enrichment activities such as science camp days, essential labs, Discovery Education, the Everglades Literacy Program, and the Skeegie Institute. Enrichment activities will be implemented this year. Additionally, a renovation of the outdoor classroom will facilitate the initiatives.

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

Students in the L25 showed the most improvement in math learning gains.

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

ESER funds were utilized to hire certified teachers as interventionists. Supplemental materials were also purchased to facilitate Differentiated Instruction (DI). Professional development took place by grade level to build capacity. The use of IXL also contributed to the improvement.

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

To accelerate learning, we plan to strengthen academic rigor through enrichment. Schoolwide strategies include science camp days, Everglades Foundation, Odyssey of the Mind, Skeegee, and Discovery Labs, and the Fairchild Challenge.

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.

Monthly professional development will be provided on the following dates: September 21, October 19, November 16, December 21, January 18, February 15, March 15, April 19, and May 17. These sessions will include training on intervention and Response to Intervention (RtI), engaging with the Everglades Foundation, i-Ready, Performance Matters, and the new BEST standards to empower teachers and build capacity among the staff.

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

Supplemental materials will be provided to teachers. Should funds be available, interventionists will be hired to assist students as needed. Substitutes will be provided in order for teachers to attend job-embedded professional development provided by the district. District funds will be utilized to hire tutors to provide small group instruction.

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 Small Group Instruction**Area of Focus****Description and****Rationale:**

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

Based on the data review, our school will implement the Targeted Element of Small Group Instruction. While there was a 14-percentage point increase of proficiency of the L25 in ELA from 42% to 56%, there still exists a need to support this subgroup.

Measurable Outcome:

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

With the implementation of Small Group Instruction, 65% of students in our L25 will score at proficient levels as indicated on the 2022-2023 FAST CAI assessment.

Monitoring:

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

School administrators will participate in grade level meetings to share data, discuss trends, and collaborate. FAST assessment PM1 and PM2 data will be reviewed with students, parents, teachers, and administrators.

Person responsible for monitoring outcome:

Christina Guerra (pr1041@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of Data-Driven Decision Making. As a result, teachers will plan their interventions based on fluid student needs as indicated by FAST results, i-Ready Diagnostic Assessments, and i-Ready Growth Monitoring.

Rationale for Evidence-based Strategy:

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

A focus on Data-Driven Decision Making will ensure that individual student needs are being targeted. Our data indicated that there was a 14-percentage point increase of proficiency of the L25 in ELA from 42% to 56%, and we need to continue this upward trend. As a result of Data-Driven Decision Making, individual student needs will be met to help them make learning gains and achieve proficiency.

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.

9/1/22: Kindergarten teachers will participate in an i-Ready mini session with a representative from i-Ready. The session is designed specifically for kindergarten teachers and will focus on resources that will support teachers in meeting the individual needs of their students and differentiating their instruction. The result of this mini session will be more targeted differentiated instruction.

Person Responsible

Christina Guerra (pr1041@dadeschools.net)

9/8/22: A representative from i-Ready will join each Grade Level Meeting for an i-Ready Refresher session. As a result of the Refresher session, teachers will use the provided resources to differentiate instruction and increase student proficiency.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: Administrators will participate in weekly Grade Level Meetings. During that time, teachers and administrators will discuss data, revisit small groups, and discuss the resources that are needed to meet the needs of students during differentiated instruction. As a result, teachers will have the tools they need to increase student proficiency.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: The school will use ESSER funds to hire two tutors to work with small groups of students during school hours. This will allow more students to have direct instruction during small group instruction and increase ELA proficiency.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

10/31/22 - 12/16/22: Teachers will be provided with a blank, school-created, Data Chart. The Data Chart will be organized to facilitate the review of small groups using a concurrent analysis of both FAST PM1 and i-Ready AP1 Reading and Math scores. Teachers will be encouraged to complete the charts and use that data to review in-class small groups as well as update intervention groups.

Person Responsible Alyssa Maestas (maestas@dadeschools.net)

10/31/22 - 12/16/22: Teachers and Administrators will participate in Collaborative Data Chats to support teachers in addressing the needs of individual students, revising flexible small groups and planning for differentiated instruction, and adding students to intervention as needed.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

#2. 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.

Based on the data review, our school will implement the Targeted Element of Science. We selected the overarching area of Science based on our findings that indicate Science achievement has decreased 9 percentage points, from 78% in 2019 to 69% in 2022.

Measurable Outcome:

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

With the implementation of strategies for Science, 72% of students taking the Science assessment will score at proficient levels as indicated on the 2022-2023 End-of-Year Science Assessment.

Monitoring:

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

The PD Liaison, the Leadership Team, and the Grade Level Chairpersons will work closely to plan enrichment activities for individual classes, grade-levels, and school-wide.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based**Strategy:**

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

With the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of Using Resources Effectively. Collaborative planning will focus on how science enrichment activities.

Rationale for Evidence-based Strategy:

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

A focus on Using Resources Effectively will ensure that teachers are using resources that have been designed specifically to meet the needs of all students and will enhance the scientific background knowledge of students. We identified this area of need based on our findings that indicate Science achievement has decreased 9 percentage points, from 78% in 2019 to 69% in 2022.

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.

8/22/22 - 10/14/22: STEAM leaders in the school will meet to plan the STEAM professional development session that will be held on November 8. As a result of participating in that PD, teachers will integrate science across all subject areas, thus increasing Science proficiency levels.

Person Responsible

Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: Arrangements will be made to to secure the Discovery Lab to visit the school. A date will be set for Discovery Lab to come do a lesson for every class, in every grade. The focus of the lab will be on wind and wind energy. Deepening students' understanding of these concepts will lead to enhanced Science proficiency levels.

Person Responsible

Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: Students will actively participate in the Fairchild Challenge. The Challenge activities will enhance the content they are learning from the Pacing Guides, leading to higher Science proficiency scores.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: The school will participate in the Everglades Literacy Program. Participation in this program will help students deepen their understanding of the Florida ecosystem, make connections between literature and the environment in which they live, and lead to increased Science proficiency scores.

Person Responsible Martha Basulto (mbasulto@dadeschools.net)

10/31/22 - 12/16/22: Students will participate in a Science Camp Day. On this day, each class will have a different science activity and/or science experiment. Students will travel with their class to each classroom to participate in the various science-related activities.

Person Responsible Kelley Fierro (kgarcia@dadeschools.net)

10/31/22 - 12/16/22: The school will hold a STEAM night to encourage community involvement, showcase student accomplishments, create excitement for students related to science, and expose students to science enrichment opportunities provided throughout the year.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Safety and Security**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 School Climate Survey, 84% of our students feel safe and secure as compared to 87% the previous year.

Measurable**Outcome:**

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

With the implementation of Student Safety, 88% of our students will indicate that, at school, they "feel safe and secure" on the 2022-2023 School Climate Survey.

Monitoring:

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

The Safety Team will meet monthly to discuss concerns from students, security guards, parents, community members, teachers, and other stakeholders.

Person responsible for monitoring outcome:

Christina Guerra (pr1041@dadeschools.net)

Evidence-based**Strategy:**

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

Within the Targeted Element of School Safety and Security, our school will focus on the evidence-based strategy of Keeping all Stakeholders Informed and Involved. The involvement of stakeholders will provide us with perspectives that may not be immediately evident.

Rationale for Evidence-based**Strategy:**

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

This strategy was selected because school safety and student well-being are of concern to a variety of stakeholders. Having the ability to hear and analyze differing perspectives allows us to find potential lapses in safety or security and address them quickly. The criteria used for selecting this strategy was the 2021-2022 School Climate Survey, which indicated that only 84% of our students felt "safe and secure" while at school.

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.

8/22/22 - 10/14/22: The School Resource Office will post signs throughout the school notifying the public that the school has surveillance cameras in multiple locations throughout the campus. This visible reminder will increase safety at school and will increase students' feeling of safety at school.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/30/22: Two safety meetings will be held to engage all stakeholders in conversations related to school safety. To encourage maximum participation from parents and the community, one meeting will be held in the morning via Zoom and one will be held in-person in the evening. The School Resource Officer would be present at both meetings. The collaboration of stakeholders will increase safety at school and will increase students' feeling of safety at school.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: A privacy fence will be installed on the east perimeter of the school and by the parking lot. Once installed, the privacy fence surrounding the school will be complete. The installation of the privacy fence will increase safety at school and will increase students' feeling of safety at school.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

8/22/22 - 10/14/22: The application "Driveline" will be used for dismissal this year. Each parent will be provided with a Family Number that is unique to that family and a hanging card with the Family Number written. That Family Number and hanging card will be required for anyone picking up their child at dismissal. The use of the Driveline application will increase safety at school and will increase students' feeling of safety at school.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

10/31/22 - 12/16/22: For all school activities that have more than one class participating, parents will be encouraged to "pre-register" for the event using a Microsoft Forms link sent via email. Using the link, parents will provide their legal name and Driver's License number. The Security Monitor will run all numbers through the Raptor and pre-print Visitor Passes. Visitor's will be required to show their Driver's License to confirm their identity and then they will be provided with their pre-printed Visitor Passes. This procedure will ensure a smooth and safe entrance into the school when large numbers of visitor's are expected.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

10/31/22 - 12/16/22: The application "Driveline" will continue to be used for dismissal this year. Each parent has been provided with a Family Number that is unique to that family and a hanging card with the Family Number written. That Family Number and hanging card will continue to be required for anyone picking up their child at dismissal. The use of the Driveline application will increase safety at school and will increase students' feeling of safety at school.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team**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 2021-2022 School Climate Survey, 71% of teachers felt that their "ideas are listened to and considered." Teacher leadership is instrumental in developing collegiality and building capacity within the school. This year we strive to involve more teachers in the professional development of their peers and ensure that the School Leadership Team is responding to the expressed needs of the teachers.

Measurable Outcome:

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

If we successfully implement the Targeted Area of Instructional Leadership Team, then our 2023 School Climate Survey will indicate that 75% of teachers feel that their ideas are listened to and considered, which will ultimately lead to increased student proficiency.

Monitoring:

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

The School Leadership Team will meet monthly and discuss ways to engage teachers in decisions related to school-wide initiatives. A focus will be maintained on teachers providing PD to their peers based on needs-assessments completed by teachers.

Person responsible for monitoring outcome:

Catherine Silva (cchristin@dadeschools.net)

Evidence-based Strategy:

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

Within the Targeted Element of the Instructional Leadership Team, our school will focus on the evidence-based strategy of Generating Momentum to Accomplish School Goals. As a result, the School Leadership Team will work together to ensure that support provided to teachers is based on expressed needs, is teacher-led, is designed to be engaging, supports collegiality, and continues throughout the school year.

Rationale for Evidence-based Strategy:

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

Generating Momentum to Accomplish School and Community Goals will allow us to maintain a focus on continually improving and providing professional development based on teacher and student needs. This strategy was selected after reviewing 2021-2022 School Climate Survey data, which indicated that only 71% of teachers felt that their "ideas are listened to and considered."

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.

8/22/22 - 10/14/22: The PD Liaison will create and send a survey to teachers to determine their professional development needs. Each month, a Lights on Learning (LOL) will be held, focusing on a different element of professional development requested by the teachers. As a result, 75% of teachers will indicate that they feel their ideas are listened to and considered on the 2022-2023 School Climate Survey.

Person Responsible

Catherine Silva (cchristin@dadeschools.net)

9/21/22: The ESE teacher and assistant principal will present the first LOL session reviewing the Response to Intervention process as well as MTSS. As a result of having this PD on a topic in which teachers have expressed a need for support, 75% of teachers will indicate that they feel their ideas are listened to and considered on the 2022-2023 School Climate Survey.

Person Responsible Catherine Silva (cchristin@dadeschools.net)

8/22/22 - 10/14/22: The PD Liaison will develop a schedule for the LOL professional development sessions that will be provided to teachers, by teachers, for the duration of the school year. As a result of having PD based on the results of their needs assessment, 75% of teachers will indicate that they feel their ideas are listened to and considered on the 2022-2023 School Climate Survey.

Person Responsible Catherine Silva (cchristin@dadeschools.net)

8/22/22 - 10/14/22: The PD liaison will work with teacher leaders to facilitate the development of the second Lights on Learning Session. As a result of teachers working together to develop and provide PD to their peers, 75% of teachers will indicate that they feel their ideas are listened to and considered on the 2022-2023 School Climate Survey.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

10/31/22 - 12/16/22: Many teachers have expressed a need for differentiation strategies for students performing above grade-level in mathematics. A Lights on Learning (LOL) session will be held to introduce teachers to the IXL Math program and best practices for student usage will be shared.

Person Responsible Alyssa Maestas (maestas@dadeschools.net)

10/31/22 - 12/16/22: The School Leadership Team will meet to discuss content and plan Lights on Learning (LOL) professional development sessions for the second half of the school year.

Person Responsible Christina Guerra (pr1041@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 fosters professional relationships between school staff that support effective collaboration. The school creates norms, values, and expectations that support social, emotional, and physical safety. Coral Reef Elementary creates a cognitively stimulating physical school environment that informs and engages students. Coral Reef Elementary also provides ongoing support for the development of a safe and supportive school environment while establishing a shared school vision with all stakeholders.

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

The stakeholders involved in creating a positive school culture and environment are the principal, assistant principal, counselor, and the school leadership team. The principal's role is to lead the school community to achieve the school's vision and mission. The assistant principal supports instructional leaders and leads

data analysis. Teacher leaders assist in providing and responding to feedback from all stakeholders. All stakeholders facilitate connections and build relationships with students, families, and community members.