Coral Park Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Coral Park Elementary School

8401 WESTVIEW DR, Coral Springs, FL 33067

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission statement of Coral Park Elementary is "to provide a safe, supportive, and compassionate learning community that challenges all students to be life-long learners and responsible citizens by ensuring high expectations are established for all students."

Provide the school's vision statement.

Coral Park Elementary School's vision is "educating today's students to succeed in tomorrow's world by creating a school culture which supports teachers to meet the individual needs of all students."

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Pontillo, Camile	Principal	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. Responsibilities include but are not limited to the following: - Ensures a productive learning environment through continual collaboration with teachers, students, and parents. - Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. - Enforces disciplinary policies and procedures with students. - Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. - Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. - Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. - Ensures that necessary maintenance and repairs to the school property are performed. - Coordinates staff development for faculty and staff; provides instruction if needed. - Oversees the allocation of supplies and equipment. - Oversees and implements the school budget, approving new programs and expenditures as appropriate. - Represents the school in community activities and meetings. - Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. - Acts as liaison between the district and the school; communicates needs and information to both sides. - Performs other related duties as assigned.
Curry, Shantell	Assistant Principal	Instructional Leader Utilizes collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the school's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). Assist in achieving expected results on the school's student learning goals. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. Assist in working collaboratively to develop, implement and monitor an

Name	Position Title	Job Duties and Responsibilities
		instructional framework that aligns curriculum with State standards, effective instructional practices, student learning needs and assessments.
Lombardo, Suzanne	Reading Coach	Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities.
Worthington, Laura	Math Coach	Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as coteaching and demonstration lessons. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. Participate in monthly content related professional learning. Participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. Develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning.
Letvinchuk, Jennifer	Teacher, ESE	ESE Support Facilitator Provide support for students with disabilities to enhance their achievement in the general education class setting through cooperative consultation and co-teaching. Provide the level and frequency of support needed, based upon the general educators' and the students' need for assistance. Arrange for alternative classroom and testing accommodations for students with disabilities. Develop, adapt and assist in creating curriculum and test materials to meet the needs of teachers and students, such as standards-based instruction and modified curriculum.

Name	Position Title	Job Duties and Responsibilities
Ramage, Stephanie		Provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization. Assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities. Support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing. Build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities. Model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation. Support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities. Identify issues which need to be addressed on a District-wide basis and plan strategies to improve curricula, services and programs that support students with disabilities.
Panzarella, Caryl	Other	Supports the autism teachers and students. Plan, develop, disseminate, evaluate, and revise instructional services and program deliveries related to the needs of students with autism. Initiate and implement professional development training for non-instructional, instructional, and administrative personnel to improve service delivery and program effectiveness. Advise and consult with District and school-based instructional and administrative personnel regarding instructional services and program deliveries for students with autism. Monitor the implementation and effectiveness of the current instructional program and delivery system.
Velian, Jessica	School Counselor	Counsel students on personal and academic concerns and notify parents as deemed necessary. Provide materials and suggestions for classroom-oriented guidance activities. Arrange student, parent and teacher conferences. Acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. Work with parent groups in the area of child growth, development and discipline. Meet with teachers to present and explaining the results of various testing programs. Assist teachers in effective utilization of test results.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Components of the SIP are shared with teachers, parents, and community members along with data to support the decisions made for continuous improvement. When needed, parents, teachers, non-instructional staff, and business partners come to a consensus on additional action steps needed to support student achievement during our monthly SAC meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level PLC meetings, data chats, faculty meetings, and RTI meetings. To ensure continuous improvement, the plan will be revised through analyzing where the areas of concern are and realigning implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	31	27	28	24	19	11	0	0	0	140
One or more suspensions	0	0	0	0	4	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	7	18	19	22	18	12	0	0	0	96
Level 1 on statewide Math assessment	0	9	13	21	14	15	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	45	43	49	37	32	0	0	0	216

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	26	24	37	28	22	0	0	0	147

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	3	9	2	0	0	0	0	19
Students retained two or more times	1	1	2	0	0	2	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	26	27	30	20	20	0	0	0	150
One or more suspensions	0	0	0	3	6	3	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	22	20	12	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	28	26	23	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	19	15	22	22	12	0	0	0	96

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	10	10	26	26	20	0	0	0	98

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	5	7	14	1	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	26	27	30	20	20	0	0	0	150
One or more suspensions	0	0	0	3	6	3	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	22	20	12	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	28	26	23	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	19	15	22	22	12	0	0	0	96

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	10	10	26	26	20	0	0	0	98

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	4	5	7	14	1	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	56	53	65	58	56	62		
ELA Learning Gains				65			58		
ELA Lowest 25th Percentile				45			47		
Math Achievement*	66	62	59	57	54	50	41		
Math Learning Gains				73			33		
Math Lowest 25th Percentile				51			22		
Science Achievement*	69	48	54	68	59	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	48			65		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	1
ELL	48			
AMI				
ASN				
BLK	56			
HSP	57			
MUL	54			
PAC				
WHT	74			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	56			
AMI				
ASN				
BLK	54			
HSP	60			
MUL	48			
PAC				
WHT	70			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			66			69					61
SWD	27			36			21				4	
ELL	43			62			69				5	61
AMI												
ASN												
BLK	58			55			63				4	
HSP	48			63			75				5	62
MUL	46			62							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	70			77			75				4	
FRL	50			59			61				5	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	65	45	57	73	51	68					48
SWD	28	36	32	23	58	50	46					
ELL	56	68	50	46	68	58						48
AMI												
ASN												
BLK	56	63	33	47	66	50	63					
HSP	61	62	50	52	76	67	58					53
MUL	55			40								
PAC												
WHT	76	71		68	77	45	83					
FRL	54	57	45	42	63	50	57					56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	58	47	41	33	22	57					65
SWD	25	40	40	11	20	30	17					
ELL	46	77		27	29		40					65
AMI												
ASN												
BLK	59	44		31	18		57					
HSP	50	56		35	38		40					68
MUL												
PAC												
WHT	75	65		48	41		67					
FRL	50	61	54	29	17	20	48					68

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	56%	14%	54%	16%
04	2023 - Spring	61%	61%	0%	58%	3%
03	2023 - Spring	45%	53%	-8%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	62%	-7%	59%	-4%
04	2023 - Spring	68%	65%	3%	61%	7%
05	2023 - Spring	73%	58%	15%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	46%	18%	51%	13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is 3rd Grade ELA proficiency of 45% in 2023 FAST. The contributing factors to last year's low performance includes new grade level standards, new state assessment, post Covid implications.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from prior year was third grade math proficiency on the FAST AP3. On the FSA in 2022 69% of the 3rd grade students were proficient, but in 2023 on the

FAST PM3, math proficiency decreased to 55%. The contributing factors to last year's low performance includes new curriculum materials, new state assessment, post Covid implications.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In 2022-23, the data component that had the greatest gap when compared to the state average is 3rd grade math proficiency on the FAST Math PM3. Coral Park Elementary's 3rd grade math proficiency average was 55% and the state of Florida's 3rd grade math proficiency average was 59%.The contributing factors to last year's low performance includes new curriculum materials, new state assessment, post Covid implications.

Which data component showed the most improvement? What new actions did your school take in this area?

In 2022-23, The data component that showed the most improvement was 5th grade math FAST PM3 scores. On the FSA in 2022 59% of the 5th grade students were proficient, but in 2023 on the FAST PM3, math proficiency increased to 72% proficiency in 5th grade. Coral Park implemented grade level interventions for tier 2 and tier 3 students. In addition, Coral Park's ESSER Math teacher supported grades 4 and 5 for remediation and enrichment in the subject area of Math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the school's 2023 FAST data an area of concern is proficiency of 3rd ELA (currently our 4th grade students).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Coral Park's highest priority is to increase the percentage of proficiency in both ELA and Math for grades 3-5.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Attendance Summary Report, 26.45% of students in grades K-5 had chronic absences.

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

By June 2024, the percentage of students with chronic absences will decrease 3% from 26.45% to 23.45%,

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

This area of focus will be monitored for the desired outcome by reviewing student attendance reports as well as individual student attendance during MTSS/RTI to assist with providing early interventions, so that students do not accumulate excessive absences. School counselor and school social worker will follow up with parents as needed.

Person responsible for monitoring outcome:

Jessica Velian (jessica.velian@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student attendance reports will be reviewed on a regular basis as well as individual student attendance concerns discussed during class data chats and MTSS/RTI.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is so parents can be provided with the necessary resources so their children can attend school daily to obtain a high-quality education.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Student attendance reports will be reviewed on a regular basis as well as individual student attendance concerns discussed during class data chats and MTSS/RTI. Parent contact will be made through either the teacher, school counselor, or social worker, as needed.

Person Responsible: Jessica Velian (jessica.velian@browardschools.com)

By When: Ongoing

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

39% of the subgroup of students with disabilities did not meet the ESSA criteria of 41% of students demonstrating proficiency.

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

By June 2024, the students with disabilities (SWD) subgroup will demonstrate 41% proficiency in both the areas of ELA and Math on the F.A.S.T. Assessments for PM3.

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

A monthly assessment calendar has been developed for each grade level, for each standard, in both reading and math. Support personnel will collaborate with the grade level teachers twice a month to adjust the instruction to meet the student needs based upon the student performance data. This area of focus will be monitored through progress monitoring data from Benchmark Unit Assessments for ELA and Cumulative Unit Assessments for Math.

Person responsible for monitoring outcome:

Suzanne Lombardo (suzanne.lombardo@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The student deficiencies will be addressed by utilizing tier 2 and tier 3 research-based interventions including but not limited to: Benchmark Advance, Horizons, and Wilson. Students will be delivered specialized multi-sensory instruction to address deficiencies. In addition, the delivery of ESE services will be implemented to meet students' needs to increase student achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was selected based on the district's MTSS/RTI plan. Students' deficiencies are identified through careful analysis of the previous year's F.A.S.T P.M.3 and the beginning of this year's F.A.S.T. PM1 assessment results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Quarterly data chats to review progress monitoring data and adjust support.

Person Responsible: Camile Pontillo (camille.pontillo@browardschools.com)

By When: June 2024

Alignment of instruction to ensure students are exposed to grade level curriculum.

Person Responsible: Suzanne Lombardo (suzanne.lombardo@browardschools.com)

By When: June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school improvement funding allocation is reviewed each month at our monthly SAC meeting. As we are monitoring the student performance data, we determine if additional resources are needed to support identified student needs. Funds are then allocated to the identified intervention and/or activities.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The ELA Intervention Support Teacher pushes in to meet student needs/provide intensive intervention Reading utilizing the district approved Reading Horizons Discovery to target areas of phonological awareness, decoding, and sight word recognition with a focus on tier 2 & 3 students and students with disabilities (SWD).
Progress monitoring assessment tools that are imbedded in Reading Horizons Discovery and SIPPS are utilized to determine effectiveness of instruction and student learning gains.
Student progress is reviewed to make data driven decisions during RTI Meetings and ESE/IEP Meetings and reevaluations.
Professional Development occurs during Collaborative Planning, this year will focus on the Science of Reading (SoR).

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

The ELA Intervention Support Teacher pushes in to meet student needs/provide intensive intervention to target language comprehension and reading comprehension skill areas by taking a deeper dive into

student's background knowledge, vocabulary skills, language structures, verbal reasoning, and literacy knowledge with a focus on tier 2 & 3 students and students with disabilities (SWD).
The district approved resources utilized for Comprehension Interventions are Wordly Wise and Benchmark Advance-Comprehension.
Progress monitoring assessment tools are utilized to determine effectiveness of instruction and student learning gains.
The district approved resources Benchmark Advance Fluency Intervention and Quick Reads are used to build student reading fluency.
Professional Development occurs during Collaborative Planning, this year will focus on the Science of Reading (SoR).

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 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 Measurable Outcomes

By June 2024, 50 percent or more of the students in each grade level will demonstrate proficiency, level 3 or higher, on the F.A.S.T. Assessment for ELA and Math for Progress Monitoring (PM) 3.

Grades 3-5 Measurable Outcomes

By June 2024, 50 percent or more of the students in each grade level will demonstrate proficiency, level 3 or higher, on the F.A.S.T. Assessment for ELA and Math for Progress Monitoring (PM) 3.

Monitoring

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 impact student achievement outcomes.

A monthly assessment calendar has been developed for each grade level, for each standard, in both reading and math. Support personnel will collaborate with the grade level bi-monthly teachers to adjust the instruction to meet the student needs based upon the student performance data. This area of focus will be monitored through progress monitoring data from Benchmark Unit Assessments for ELA and Cumulative Unit Assessments for Math.
At the beginning of this school year, classroom teachers will administer the Florida Assessment of Student Thinking (F.A.S.T.) to all PK-5 students and those in grades 3-5 who scored a Level 1 or 2 on the FSA and/or were identified in need of tiered interventions the previous school year. If student scores 2 or more benchmarks below grade level expectations, based on the desired levels of performance, the classroom teacher references the reading decision charts at the students' instructional level. Classroom teacher engages in problem-solving analysis of the student's accuracy, fluency, and comprehension at their instructional level and administers diagnostic assessments to confirm or rule out areas of need. Classroom teacher, in collaboration with CPS team, reviews all data available and discusses other contextual factors to determine level of support (Tier 2 or Tier 3) and to match student's needs to

appropriate evidence-based interventions. The CPS team supports the development or continuation of student's individual intervention plan. Progress monitoring measures at Tier 2 and Tier 3 serve to quantify student rate of improvement, or responsiveness to intervention, and to assist in the evaluation of the effectiveness of instruction and interventions currently in place.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Lombardo, Suzanne, suzanne.lombardo@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

District approved reading curriculum, Benchmark Advance is being implemented for tier 1 instruction. Tier 2 and tier 3 reading intervention includes items from the district's decision tree including but not limited to Haggerty, Reading Horizons, SIPPS Quickreads, Wordly Wise 3000, and Benchmark Advance.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These programs target the needs of our students as indicated by student data such as F.A.S.T. and other progress monitoring assessments provided by the instructional materials being utilized..

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
Building capacity in Science of Reading	Lombardo, Suzanne, suzanne.lombardo@browardschools.com
Reading Intervention Push In and Walk to Read	Lombardo, Suzanne, suzanne.lombardo@browardschools.com
Collaborative PLC	Lombardo, Suzanne, suzanne.lombardo@browardschools.com
Data analysis of Progress monitoring/ Diagnostic and Formative assessments	Lombardo, Suzanne, suzanne.lombardo@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Coral Park embraces a multifaceted approach to ensuring that all stakeholders are aware of the school improvement plan and our progress towards our goals. An overview is provided to all parents at our annual Title 1 meeting. Information is sent home to every family in hard copy as well as electronically. All of our SAC and SAF meetings are advertised and open to the entire school community, In addition, "Chats with the Principal" are scheduled throughout the year where parents have the opportunity to meet with administration informally. All SIP and SWP information is also posted on the school's website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Coral Park works collaboratively with our PTA to provide quarterly events that happen after hours at no cost to the families. These events include build positive relationships with the families and community stakeholders. Recognizing our school's diverse population, we are embedding multicultural activities that encourage students and families to share their cultural heritage, promoting a positive, cohesive school community. Our school's webpage is www.browardschools.com/coralpark where our family engagement plan is available for community access.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Design master schedule to maximize instructional time
Departmentalized instruction in fourth and fifth grade to allow for targeted instruction to meet student needs
Progress monitoring of student performance using the FAST and iReady in both reading and math
Collaborative professional learning focusing on standards and analyzing student work.
Building capacity in the Science of Reading by participating in District trainings and school wide book study.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Coral Park Elementary school implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. Nutritional programs and health education are an integral part of our school, specifically through the Physical Educational curriculum and federal initiatives of the Broward County Public Schools Food & Nutrition Department. Referrals are made to the school social worker, when parents are in need of housing or food. Additionally, the front office staff takes note of families expressing a need and passes this information on to administration and/or the guidance counselor. "For the 2023-2024 school year, this program/service" "Headstart" is not applicable at Coral Park Elementary School. Parents and other adults of the community requesting ESOL, GED, or other continuing education programs are referred to the district's community school for services through our school social worker. For the 2023-2024 school year, this program/service: "Career and Technical Education" is not applicable at Coral Park Elementary School. Fifth grade students participate in an annual trip to Junior Achievement (JA) Finance Park to explore different career options and receive minor training in selected fields.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School counselor greets students each day as they enter the campus. In addition, she provides grade level guidance lessons based upon school-based needs as identified through MTSS processes and climate surveys.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Collaboration with the local middle school to showcase available scheduling options.
5th grade students participate in JA Biztown curriculum culminating in field trip to explore career options and receive minor training in selected fields.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Coral Park is a award recipient of Florida's MTSS Recognized Schools. Our MTSS team collaborates with teachers to identify areas of concern in academics, behaviors, and emotional and social. Through this collaboration, strategies are implemented to address the concerns.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in professional development linked to improved student achievement and specific school improvement goals. Teachers will participate in PD on the Science of Reading (SoR), B.E.S.T. Standards, Benchmark Advance Reading Series, Envision Math Series, the Horizons and Elevate Intervention Programs, and SIPPS. The district's Talent Acquisition and Operations Department as well as a district level Talent Recruitment Committee work collaboratively to retain and recruit Highly Qualified, Certified-in-Field educators. Candidates are interviewed at the recruitment fair and referred by Instructional Staffing Department. Retention of teachers is top priority for our school. Teachers are supported and mentored to grow professionally by a veteran staff of teachers and assigned mentors as an instructional support system. We retain effective teachers in our New Educator, TIER program through district and in-school trainings. We also continually recognize our teachers with incentives for effective teaching practices and student gains. Our Paraprofessionals receive ongoing training to provide the support necessary to positively impact student success.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Coral Park provides several activities to assist with transition from early childhood programs to kindergarten. These include:
"Cubette Day" to expose incoming kindergarteners to the campus environment.
Kindergarten Roundup to familiarize parents with the process of entering kindergarten.
Kindergarten screening prior to the start of the school year to familiarize the school with the transitioning students.