Coral Reef Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

https://cres.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Bohne, Sean	Principal	Instructional Leader in charge of executing and monitoring personnel, resources and strategies to ensure all students have equitable access to standards-based instruction.
Harbaruk, Lori	SAC Member	School Advisory Chair and 3rd grade teacher Responsible for collaboration between teachers and the SAC committee and assists in the annual preparation and evaluation of both the SIP and the school's annual budget. Mrs. Harbaruk is also a third grade teacher. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
allan, kelly	Teacher, K-12	Reading Endorsed teacher responsible for servicing 2nd & 3rd significantly below grade level and Tier 3 students. She meets and participates with teachers and staff to support student achievement.
Balassone, Amy	Teacher, K-12	Team Leader in charge of supporting the reading curriculum as the SAI teacher with standards-based instruction, leading PLCs, supporting school wide initiatives and serving as leader of the ESE/VE/ESOL team
Bogler, Jennifer	Teacher, K-12	Team Leader in charge of supporting Kindergarten. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Christensen, Robin	Teacher, K-12	Team Leader in charge of supporting 5th grade. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Conlogue, Cara	Teacher, K-12	Team Leader in charge of supporting 1st grade. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team

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

Name	Position Title	Job Duties and Responsibilities
Scott, Dana	Teacher, K-12	Team Leader in charge of supporting the 4th grade team. She provides input at meetings to ensure the most appropriate strategies are employed to support students, teachers and parents. She attends all meetings to ensure consistency when reviewing the ongoing progress of students and aids in tracking and monitoring data through School-based Team meetings, weekly PLCs and monthly Data Team Meetings. She conducts routine reviews of data and presents current best practices.
Hack, Samantha	Assistant Principal	Supports the principal in executing and monitoring personnel, resources and strategies to ensure each student has equal access to effective standards-based instruction.

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.
Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of
implementation of programs and services designed to improve the outcomes of English Language Learners.
A Palm Beach County Sheriff officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

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))

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas ref speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative

Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create

standards-based learning goal scales. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

• Review of Lesson Plans,
• Data Analysis,
• Classroom walks,
• Student attendance,
• Data Chats,
• Formal Observations,
• Professional Learning Communities attendance/participation,
• Formative/Summative Assessments and Technology.

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	No
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	58%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) 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: A 2019-20: A

	2018-19: A
	2017-18: A
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	0	35	25	28	20	21	0	0	0	129
One or more suspensions	0	1	0	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	1	28	34	37	20	0	0	0	120
Course failure in Math	0	1	12	19	25	29	0	0	0	86
Level 1 on statewide ELA assessment	0	0	0	0	25	15	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	0	26	18	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	28	34	25	15	0	0	0	103

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	0	1	12	20	35	24	0	0	0	92

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	0	1	2	0	7	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	35	25	28	20	21	30	0	0	0	159
One or more suspensions	1	0	0	1	0	2	0	0	0	4
Course failure in ELA	1	28	34	37	20	21	0	0	0	141
Course failure in Math	1	12	19	25	29	19	0	0	0	105
Level 1 on statewide ELA assessment	0	0	0	25	15	15	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	26	18	34	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	28	34	25	15	15	0	0	0	118

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	1	12	20	35	24	31	0	0	0	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	7	0	0	0	0	0	9
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	35	25	28	20	21	30	0	0	0	159
One or more suspensions	1	0	0	1	0	2	0	0	0	4
Course failure in ELA	1	28	34	37	20	21	0	0	0	141
Course failure in Math	1	12	19	25	29	19	0	0	0	105
Level 1 on statewide ELA assessment	0	0	0	25	15	15	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	26	18	34	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	28	34	25	15	15	0	0	0	118

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	1	12	20	35	24	31	0	0	0	123

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	7	0	0	0	0	0	9
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*	67	53	53	75	59	56	71		
ELA Learning Gains				74			71		
ELA Lowest 25th Percentile				58			45		
Math Achievement*	74	57	59	72	53	50	70		
Math Learning Gains				73			57		
Math Lowest 25th Percentile				58			51		
Science Achievement*	59	54	54	70	59	59	64		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	73			71		

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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	553
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	39	Yes	1	
ELL	38	Yes	1	
AMI				
ASN	80			
BLK	58			
HSP	57			
MUL	71			
PAC				
WHT	75			

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	53			

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	47			
ELL	59			
AMI				
ASN	86			
BLK	65			
HSP	63			
MUL	67			
PAC				
WHT	73			
FRL	65			

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	67			74			59					63
SWD	37			34			43				5	45
ELL	35			54			20				5	63
AMI												
ASN	73			88							3	
BLK	64			77			38				4	
HSP	57			63			50				5	63
MUL	71			71							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	75			79			68				4	
FRL	51			60			55				5	60

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	75	74	58	72	73	58	70					73
SWD	39	54	40	34	55	45	37					75
ELL	51	60	47	46	77	64	50					73
AMI												
ASN	86	87		90	78		87					
BLK	72	76	62	67	73	54	52					
HSP	68	74	56	56	68	50	59					74
MUL	67			67								
PAC												
WHT	80	71	56	82	76	70	77					
FRL	67	76	63	60	68	52	62					70

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	71	71	45	70	57	51	64					71
SWD	36	47	35	43	57	39	40					36
ELL	36	60		42	40		30					71
AMI												
ASN	79	80		88	80		80					
BLK	63	80		69			60					
HSP	64	65		59	54	47	49					73
MUL	73			80								
PAC												
WHT	75	73	50	74	56	57	68					
FRL	62	63	42	58	56	38	47					67

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	68%	56%	12%	54%	14%
04	2023 - Spring	74%	58%	16%	58%	16%
03	2023 - Spring	64%	48%	16%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	73%	57%	16%	59%	14%
04	2023 - Spring	69%	52%	17%	61%	8%
05	2023 - Spring	74%	56%	18%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	51%	7%	51%	7%

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.

Coral Reef's overall ELA achievement data decreased 6 percent from 75% in FY22 to 69% in FY23. Third grade ELA proficiency in FY23 is 64% dropping 2% from the previous year.

Based on this data trend, Coral Reef Elementary will focus on increasing learning gains and student achievement levels. Our data shows a need to focus on literacy that includes remediation of standards, foundational skills while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our students that have severe reading deficiencies as well as our ESSA subgroups ELL and SWD. These students will receive strategically targeted support from

Reading Endorsed teachers through various modes of instruction including technology, small groups, tutorials, data chats and progress monitoring.

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

Fifth grade Science scores decreased 10% from 68% in FY22 to 58% in FY23.
This data trend is contradictory to the 3% increase in achievement that students had made from FY19 to FY22. Based on this trend, Coral Reef Elementary will focus on diminishing course failure, increase learning gains and achievement. Our data shows a need to focus on remediation of standards and foundational skills while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our students that have severe reading deficiencies as well as our ESSA subgroups ELL and SWD. These students will receive strategically targeted support through a variety of instructional strategies including technology, small groups, tutorials, data chats and progress monitoring.

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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.
School District State
ELA Achievement 69% 48% 50%
The data shows we have outperformed both the state and the district in ELA achievement rates which indicates that we are moving in the right direction. Contributing factors were there were many teachers at all grade levels collaborated and planned to meet the demands and rigor of the B.E.S.T. standards. In addition, teachers diligently worked to unpack the elements of the Benchmark curriculum while focusing on our students that have severe reading deficiencies as well as our ESSA subgroups ELL and SWD to plan differentiated lessons and small group instruction.

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

Based on state and district data, overall Math proficiency increased from 72% FY22 to 73% FY23. Our instructional goals included being strategic and focusing on standards-based instruction to ensure best practices utilized throughout mathematics instruction. We provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. Coral Reef Elementary's two potential areas of concern are 3rd grade ELA and 5th grade Science achievement.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. During PLCs, we plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and
aligning human resources to provide intervention to targeted students.

Continue push in model for ELA and Math block for SWDs and ELLs. Additionally, we will specifically focus on our students that have severe reading deficiencies as well as our ESSA subgroups ELL and SWD. These students will receive strategically targeted support from Reading Endorsed teachers through various modes of instruction including technology, small groups, tutorials, data chats and progress monitoring.

ELA Achievement Growth to ensure learning gains and progress for ESSA
sub groups: we will analyze student data to identify which students fall under various
subgroup categories. Students who fall within our ESSA Subgroups will specifically be
monitored for progress and receive additional support by teachers ensuring lessons are
planned based on the specific needs of the students. In addition, we will thoroughly review
ELL student data and provide support as needed.

Develop a collaborative culture of learning and improvement. Engaging multiple
stakeholders in the continuous improvement process can generate a sense of ownership
and empowerment. With a focus on:
? Work together to develop trust, build common understanding and language, to
support an appropriate level of transparency
? Learn from one another and give constructive feedback through a safe protocol that
can move the work forward
? Collaboratively examine data with an equity lens—from improvement cycles,
formative assessments, or other relevant data that can inform practice
? Communicate with and gather input from students, parents, and community
partners about reform efforts

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 Other

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.

We will focus our efforts to increase student attendance rates and decrease excessive unexcused absences of 5 or more days per trimester. Through increased attendance rates, we can ensure that all students engage in teaching and learning that results in academic excellence.

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

Our goal is to increase student attendance rates and decrease excessive unexcused absences of 5 or more days per trimester.
Our goal is to be strategic and focus on monitoring student absences and put in place incentives to increase attendance and decrease excessive unexcused absences. We strive to provide all students with the opportunity to reach their full potential and increase student achievement. We will continue to rigorously monitor and report student absence trends as well implement a variety of incentives to increase attendance.

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

Daily student attendance rates will be monitored using the Student Info System. School-wide recognition and incentive programs will be put in place to monitor and encourage attendance.

Person responsible for monitoring outcome:

Sean Bohne (sean.bohne@palmbeachschools.org)

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.)

1. All teachers will monitor attendance using the Student Info System (SIS)
2. Attendance will be monitored by school administration. Parents of students with excessive absence (5+days) will be notified via phone and certified mail.
3. Teachers will implement school-wide incentive programs to encourage student attendance. Prizes will be awarded.

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

1. The Student Info System (SIS) allows school personnel to easily track student attendance.
2. School administration will track student attendance using SIS. Parents of students with excessive absence (5+days) will be notified via phone and certified mail.
3. School-wide incentive programs to encourage student attendance. Prizes will be awarded.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

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.

To increase ELA proficiency in all grade levels. Based on state and district data, overall ELA proficiency .
...
Our goal is to be strategic and focus on standards-based instruction to ensure best practices utilized throughout all content areas. We strive to provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards. Our focus will ensure that all students engage in teaching and learning that results in academic excellence.

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

Our goal is to increase FSA ELA for 3rd grade achievement from 64% to 67% and to reduce the number of students scoring a level 1.
We will be strategic and focus on standards-based instruction to ensure best practices utilized throughout all content areas. We strive to provide all students the opportunity to reach their potential and increase student achievement. We will continue to cultivate a culture of high expectations and promote continuous improvement by engaging students in the full intent and rigor of the B.E.S.T. Standards.

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

Monitoring provides teachers and administration with data to make informed decisions about instruction, differentiation and student achievement. Teachers will use a variety of formative assessments during instruction, summative assessments (SDPBC FSQs & USAs, iReady diagnostics & summative assessments), classroom observations and anecdotal notes to monitor student progress. Sean Bohne (Principal) and Samantha Hack (Assistant Principal) will engage in numerous monitoring activities including review of lesson plans, data analysis, data chats with teachers and students, classroom walks, review of student work, parent conferences, and formal and informal observations.

Person responsible for monitoring outcome:

Sean Bohne (sean.bohne@palmbeachschools.org)

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.)

1. All teachers will engage in standards-based collaborative planning during PLCs
2. Teachers will analyze B.E.S.T Standards and standard clarifications to implement instruction to the full intent and rigor of the standards
3. Teachers will plan for differentiated small group instruction within all ELA classes and across all grade levels including ensuring a variety of tasks, processes and products
4. All students will be remediated and enriched through a variety of learning opportunities including adaptive technology, iReady Reading Program
5. All teachers will utilize the materials and resources outlined in the Benchmark Advance ELA literacy program
6. Students identified with severe reading deficiencies will receive additional intensive supplemental instruction provided by a Reading Endorsed teacher

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

1. Standards-based collaborative planning during PLCs ensures instructional practices
focused on targeted learning goals, sharing of best practices, monitoring of student progress and planned
use of resources to meet student needs
2. B.E.S.T. Standards and accompanying standards clarifications allow teachers to plan
and implement rigorous instruction that meets the full intent of the standards
3. Reading Endorsed Teachers are specially trained to provide individualized prescribed
ELA instruction and support to meet identified needs of students
4. The iReady Reading Program offers students opportunities to receive enrichment and/
or remediation of skill personalized based on student performance
5. Research-based remediation and enhancement strategies are provided within the
Benchmark Advanced Literacy Program/Curriculum

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.

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

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

By When: Collaboration, planning and monitoring will begin within the first month of the start of the new
year and will continue throughout the school year.

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

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

By When: Identification of students, targeted instruction and monitoring will begin within the first month of
the start of the new year and will continue throughout the school year.

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

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

By When: Planning for tutorial and tutorial sessions will begin in Spring 2024 and span 6 - 8 weeks.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA				$1,916.68
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	Basic FEFP K-12_BC	Materials & Supplies	2581 - Coral Reef Elementary School	School Improvement Funds		$1,916.68
			Notes: School Improvement Funds will be utilized for Tutorial funding to meet our academic goal of increasing 3rd Grade ELA proficiency from 64% to 67%.			
					Total:	$1,916.68

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No