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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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It is the mission of Coral Park Elementary School, together with the support of the parents and community, to instill values so that each student will become a responsible, confident, and productive citizen.

#### Provide the school's vision statement

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The vision of Coral Park Elementary is to instill the values of life-long learning into the youngest citizens in our community.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Ms. Susana Suarez

##### Position Title

Principal

#### Job Duties and Responsibilities

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School Principal: Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RTI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision making; evaluate the MTSS/RTI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/RTI implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/ RTI functions, plans and projects.

#### Leadership Team Member #2

##### Employee's Name

Ms. Asia Fernandez

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal: Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/RTI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/RTI functions, plans and projects.

**Leadership Team Member #3**

**Employee's Name**

Ms. Naymi Diaz

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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Reading Coach: The responsibilities of the coach include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. The Reading Coach co-plans lessons with teachers; analyzes student's work; interprets assessment data for the purpose of using results for instructional decision making. Additionally, the Reading Coach will conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The Reading Coach leads professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. Overall, the Reading Coach has thorough understanding of the school's reading program which serves as an advocate for promoting literacy.

**Leadership Team Member #4**

**Employee's Name**

Ms. Vivian Mejido

**Position Title**

Math Liaison

**Job Duties and Responsibilities**

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Math Liaison: The responsibilities of the Math Liaison includes, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. The Math Liaison also co-plans lessons with teachers; analyzes student's work; interprets assessment data for the purpose of using results for instructional decision making. Additionally, the Math Liaison will conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The Math Liaison leads professional development workshops, models strategies, or techniques for teachers, and conducts collaborative lessons. Math Liaisons have a strong influence on the overall math program in the school and serve as advocates for the mathematics program.

## **Leadership Team Member #5**

### **Employee's Name**

Ms. Annette Del Valle

### **Position Title**

Parent Engagement Liaison

### **Job Duties and Responsibilities**

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Parent Engagement Liaison: The responsibilities of the liaison includes, coordinating parent engagement activities that build the home to school connection and collaborating with teachers to assist parents in accessing educational resources. The Parent Engagement Liaison works closely with the school's Leadership Team to develop a system that allows for a timely response to parent questions and concerns, as well as ensuring parents are kept informed of the school's overall mission, vision, and goals.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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The Leadership Team and EESAC meet monthly to discuss SIP Goals, Action Plan, and progress towards goals. EESAC members, including parent and student representatives, can give suggestions on SIP development during these meetings. The School Improvement Plan is also discussed at the beginning, middle, and end of the year with staff during Faculty Meetings. SIP Goals and Action Plans are discussed quarterly during Principal Data Chats allowing teachers, instructional coaches, and administration the opportunity to track progress towards goals and provide input on necessary adjustments and revisions.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP plan and goals will be monitored quarterly during Principal Data Chats with grade levels, during Leadership Team Meetings, and in EESAC Meetings with EESAC Members throughout the year and during each phase of the SIP.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>98.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>85.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	0	13	7	8	9	9				46
One or more suspensions	0	0	2	0	2	1				5
Course failure in English Language Arts (ELA)	0	1	2	4	10	2				19
Course failure in Math	0	1	1	3	5	1				11
Level 1 on statewide ELA assessment	0	0	0	6	16	25				47
Level 1 on statewide Math assessment	0	0	0	4	12	14				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	21	25	34						80
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	16	10	12	6					44

#### Current Year 2024-25

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	12	11	18	27	27				95

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	1	6	1	0				9
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) As Last 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 school days	20	14	9	10	9	9				71
One or more suspensions										0
Course failure in ELA		3	6	13	2	4				28
Course failure in Math		5	5	8	1	7				26
Level 1 on statewide ELA assessment				25	35	21				81
Level 1 on statewide Math assessment				11	31	20				62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	34	33	38						212

**Prior Year (2023-24) As Last Reported (pre-populated)**

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		3	3	18	23	19				66

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				5		2				7
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	63	57	67	60	53	72	62	56
ELA Grade 3 Achievement **	72	63	58	70	60	53			
ELA Learning Gains	67	64	60				70		
ELA Learning Gains Lowest 25%	51	62	57				56		
Math Achievement *	72	69	62	75	66	59	71	58	50
Math Learning Gains	62	65	62				69		
Math Learning Gains Lowest 25%	57	58	52				50		
Science Achievement *	67	61	57	75	58	54	58	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	62	64	61	67	63	59	59		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	581
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	69%	63%	55%		72%	76%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%

Students With Disabilities	46%	No		
English Language Learners	63%	No		
Hispanic Students	65%	No		
Economically Disadvantaged Students	64%	No		

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%

Students With Disabilities	42%	No		
English Language Learners	67%	No		
Hispanic Students	69%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Economically Disadvantaged Students	63%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	36%	Yes	1	
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	63%	No		
Multiracial Students				

**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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	60%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	72%	67%	51%	72%	62%	57%	67%					62%
Students With Disabilities	35%	48%	47%	38%	45%	47%	56%	42%					54%
English Language Learners	67%	71%	66%	53%	71%	61%	57%	57%					62%
Hispanic Students	72%	74%	67%	51%	72%	62%	57%	68%					64%
Economically Disadvantaged Students	70%	74%	66%	57%	68%	59%	51%	69%					62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	70%			75%			75%					67%
Students With Disabilities	33%	35%			53%			35%					55%
English Language Learners	63%	68%			74%			70%					60%
Hispanic Students	67%	69%			75%			75%					60%
Economically Disadvantaged Students	59%	63%			69%			66%					56%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	72%		70%	56%	71%	69%	50%	58%					59%
Students With Disabilities	31%		41%	31%	41%	43%	46%	10%					43%
English Language Learners	70%		67%	51%	70%	67%	46%	50%					59%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	72%		69%	55%	71%	69%	50%	59%					59%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	69%		68%	56%	67%	64%	48%	53%					57%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	66%	56%	10%	55%	11%
Ela	4	63%	55%	8%	53%	10%
Ela	5	62%	56%	6%	55%	7%
Math	3	72%	65%	7%	60%	12%
Math	4	68%	62%	6%	58%	10%
Math	5	61%	59%	2%	56%	5%
Science	5	59%	53%	6%	53%	6%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

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The ELA proficiency in grades 3-5 showed the most improvement with a 7 percentage point improvement (from 64% to 71%). The expansion of tutoring and enrichment opportunities, as well as the new implementation of Grade 3 IA class during the 2023-2024 school year, had a positive impact that led to an increase in ELA Reading proficiency levels.

##### Lowest Performance

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

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The component showing the lowest performance on the FAST PM 3 is Science with 67%. Contributing factors could include a greater focus on Reading and Math instruction, with less instructional time/focus devoted to Science and content. The academic level of this year's fifth grade students may have played a role, as well. These students demonstrated a lower proficiency rate on their Grade 4 FAST PM 3 ELA Reading Assessment, and a correlation can be made between their reading comprehension proficiency and their science performance.

##### Greatest Decline

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

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The greatest declines from 2022-2023 and 2023-2024 were in the areas of Science (down 8 percentage points from 75% to 67%) and Math (down 4 percentage points from 75% to 71%).

##### Greatest Gap

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.

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Although the overall Science and Math proficiency declined from 2023 to 2024, the school averages were all above the state averages in both subjects and test strands.

##### EWS Areas of Concern

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

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One area of concern, according to the EWS data, is the number of students demonstrating a

substantial reading deficiency. Currently 141 out of 722 students in Grades K-5 (approximately 20%) have a substantial reading deficiency. These students will be targeted for additional support and tutoring opportunities.

### **Highest Priorities**

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

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The highest priorities for this school year are:

1. Increase Science proficiency.
2. Increase Math proficiency.
3. Target SWD subgroup.
4. Continue to focus on ELA proficiency.
5. Enhance positive school culture and environment.



## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

#### Instructional Practice specifically relating to Science

##### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the Grade 5 FSSA Science scores, student proficiency decreased by 8 percentage points in 2023-2024 (from 75% in 2022-2023 to 67% in 2023-2024). Based on this data, and the contributing factors of inconsistent implementation of science instruction across all grade levels with rigor and fidelity, a lack of hands-on learning experiences, and implementation of STEAM lessons in isolation and not as part of a cohesive instructional plan, we will implement the targeted element of an interactive learning environment that will lead to a growth in proficiency for Grade 5 students on the FSSA Science assessment.

##### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of an interactive learning environment that include hands-on learning, rigorous instruction, and STEAM lessons, will increase our students' science proficiency from 67% to 75%, as evidenced by the 2024-2025 Grade 5 FSSA Science scores.

##### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This Area of Focus will be monitored through weekly walkthroughs from Administrative and Leadership Team, student science journals, student work products, and tracking of data through Performance Matters platform.

##### Person responsible for monitoring outcome

Ms. Susana Barroso, STEAM Liaison

##### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

**Rationale:**

The Evidence-based Intervention being implemented for this Area of Focus is Interactive Learning Environment. Teachers will participate in professional development and collaborative sessions to develop science and STEAM lessons that include opportunities for rigorous hands-on learning in the form of interactive journals and science labs.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Science Professional Learning Opportunities

**Person Monitoring:**

Ms. Yeneir Rodriguez, Professional Learning & Growth Leader

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Professional Learning & Growth Leader will collaborate with administration to develop professional learning opportunities on professional development days and during collaborative planning times, to guide teachers in their planning and implementation of rigorous, hands-on science lessons.

**Action Step #2**

Designate Science Liaisons

**Person Monitoring:**

Ms. Susana Suarez, Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will designate Science Liaisons at each grade level to collaborate as a team, disseminate pertinent information, and support their grade level in their implementation of hands-on science labs throughout the school year.

**Action Step #3**

Implement student Science Journals

**Person Monitoring:**

**By When/Frequency:**

Ms. Asia Fernandez, Assistant Principal

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science teachers will incorporate student science journals to demonstrate hands-on learning and student created products in their classrooms. Students will utilize journals to develop in-depth understanding of science concepts and use problem-solving/inquiry-based learning during science labs/demonstrations.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2023-2024 Accountability component for FAST PM 3 ELA Reading data, 46% of the students in the subgroup of Students with Disabilities (SWD) achieved proficiency levels. While this is a 5% increase from the 2022-2023 FAST PM 3 ELA Reading data for the SWD subgroup, it is still ranging with the lowest percentage points gain. Based on the data, and contributing factors of poor attendance and a need for increase in DI learning for these students, we will implement the targeted element of Differentiated Instruction (DI) and create an attendance incentive plan to positively impact the ELA proficiency of the SWD population.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of Differentiated Instruction (DI) to meet their individual academic needs, an attendance incentive plan that closely monitors daily attendance, and increased tutoring opportunities, students in the SWD subgroup will continue their academic growth, as measured by an increase of 6 percentage points in ELA proficiency on the 2024-2025 FAST PM 3 (from 46% to 51%).

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This Area of Focus will be monitored through weekly administration and Leadership Team walkthroughs focused on evidence of DI instruction, monitoring of student attendance by the Attendance Committee, and quarterly monitoring of i-Ready, FAST, and Performance Matters data.

**Person responsible for monitoring outcome**

Ms. Naymi Diaz, Reading Coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

The evidence-based intervention for this Area of Focus is Differentiated Instruction (DI). SWD students will greatly benefit from instruction tailored to meet their individual needs in order to bridge learning gaps and accelerate learning. Implementing DI with fidelity across all grade levels will benefit all students, beyond the SWD group, by providing targeted instruction that addresses the individual academic needs of students. The SWD population will particularly benefit from the small group setting provided during DI, which will allow for greater participation opportunities for these students when compared to the whole-group setting. As a result of implementing this evidence-based intervention, SWD students will continue to make learning gains in the area of Reading, which will increase the overall proficiency levels for this subgroup.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide Professional Learning opportunities for teachers to design lessons that include DI learning for students with varying needs

**Person Monitoring:**

Ms. Yeneir Rodriguez, Professional Growth & Learning Leader

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Professional Growth & Learning Leader will collaborate with administration to plan and provide professional learning opportunities to assist teachers in developing lesson plans that include DI learning for students with varying needs. The implementation of DI will be monitored through weekly walkthroughs by administration and Leadership Team members.

**Action Step #2**

Monitor SWD population attendance

**Person Monitoring:**

Ms. Asia Fernandez, Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Attendance Review Committee will monitor SWD student attendance and identify students with 3 or more absences/tardies to target with attendance incentives and school-home support.

**Action Step #3**

Provide additional tutoring support for SWD students

**Person Monitoring:**

Ms. Naymi Diaz, Reading Coach

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

SWD student data will be monitored to identify students that qualify for additional in-school support (i.e. intervention) and extra tutoring support (before/after school).

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the FAST PM 3 Math Scores proficiency levels for students in Grades 3-5 a decreased by 4 percentage points in 2023-2024 (from 75% in 2022-2023 to 71% in 2023-2024). Contributing factors to this decline includes a need for increase in standards-aligned, rigorous math instruction and DI instruction to bridge learning gaps. Based on the data, and contributing factors, we will implement the Targeted Element of Data-Driven Instruction to assist in the development of lesson planning that meets the specific needs of learners.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With the implementation of Data-Driven Instruction, teachers will use data to plan lessons that continuously meet the academic needs of their students, leading to an increase of 5 percentage points in the proficiency of Grades 3-5 students on the 2024-2025 FAST Math PM 3 (from 71% to 76%).

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This Area of Focus will be monitored by i-Ready, FAST, and Performance Matters data during quarterly Data Chats.

**Person responsible for monitoring outcome**

Ms. Vivian Mejido, Math Liaison

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Rationale:**

The Evidence-based Intervention for this Area of Focus is Data Driven Instruction. Student performance will be monitored weekly, monthly, and quarterly to identify areas of growth that will drive instruction to meet their needs. Teachers will use information on student performance to adjust their lesson plans in order to meet the needs of their learners, reteach content, and increase overall math student achievement.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Use additional resources to supplement instruction

**Person Monitoring:**

Ms. Vivian Mejido, Math Liaison

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use additional resources provided by district (i.e. i-Ready Resources, Reflex Math, etc.), and linked on Math Grade Level Pacing Guides, to enhance instruction and meet varying student needs.

**Action Step #2**

Monitor student progress during grade level meetings, Leadership Meetings, and Data Chats

**Person Monitoring:**

Ms. Asia Fernandez, Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use weekly assessments, i-Ready, FAST, and Performance Matters data to monitor student progress and identify specific benchmarks to target at various levels (class, grade-level, school-wide).

**Action Step #3**

Use student performance data to drive instruction

**Person Monitoring:**

Ms. Vivian Mejido, Math Liaison

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Grade Level Chairpersons and Leadership Team will analyze student data to identify areas to target during instruction. Targeted benchmarks and students will be monitored monthly for growth and progress.

## IV. Positive Culture and Environment

### Area of Focus #1

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the Teacher School Climate Survey, 47% of responding teachers indicated a feeling neutral or in disagreement with their school being represented in a positive manner. This data, along with the contributing factor of teachers feeling overwhelmed with increasing responsibilities, demonstrates a need for improvement in overall school morale and team building. The Targeted Element of Promoting a Growth Mindset will be implemented to increase teacher satisfaction and strengthen relationships that will improve school culture.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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With the implementation of Promoting a Growth Mindset, school culture and school morale will improve and lead to less teachers feeling their school is not represented positively, as evidenced by a decrease of 10 percentage points in the number of teachers responding negatively to their feeling on the school's representation, as evidenced by the 2024-2025 School Climate survey (from 47% to 37%).

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

This Area of Focus will be monitored quarterly with Teacher Satisfaction Surveys during Faculty Meetings and the School Climate Survey.

**Person responsible for monitoring outcome**

Ms. Susana Suarez, Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Promoting Growth Mindset integrates growth mindset-oriented learning and practices. Promoting Growth Mindset can be displaying visible reminders of growth-mindset, facilitating activities that promote growth-mindset, and modeling growth mindset.

**Rationale:**

The Evidence-based Intervention that will be implemented for this Area of Focus is Promoting a Growth Mindset. Promoting a positive growth mindset, through opportunities for staff team building activities and staff incentive programs, will lead to an increase in school morale and staff satisfaction. Developing a growth-mindset will allow staff to focus on their impact on the school community and their individual professional growth goals, positively impacting their perception of the school culture and environment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Teacher Training Sessions on Promoting Growth Mindset

**Person Monitoring:**

Ms. Susana Suarez, Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Utilize motivational speakers and/or TED talks to develop Growth Mindset sessions that promote a collaborative work culture with high teacher satisfaction.

**Action Step #2**

Recognize and Celebrate Staff Birthdays and Milestones

**Person Monitoring:**

Ms. Susana Suarez, Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action**



**step:**

Recognize and celebrate Staff Birthdays and milestones monthly during Faculty Meetings to promote team building and a positive work culture.

**Action Step #3**

Staff "Shout-Out" Recognition Box

**Person Monitoring:**

Ms. Asia Fernandez, Assistant Principal

**By When/Frequency:**

September 27, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Include a "Staff Shout-Out" Recognition Box for parents and staff to include gratitude messages for faculty and staff who have made a positive impact on them. Read messages during Morning Announcements weekly to recognize and celebrate staff.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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The SIP is disseminated with staff, parents, and local businesses via faculty/staff meetings, EESAC meetings, and the school's website. The SIP is made available on the school's website at: coralparkelementary.net.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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The school plans to build positive relationships with parents, families, and community stakeholders via EESAC Meetings, school website, and school-wide events (STEAM Nights, Meet & Greet, Open House, Parental Engagement PDs). The PFEP will be available at the school's website at: coralparkelmentary.net.

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

---

The school plans to strengthen the academic program by purchasing supplemental materials to enrich the current curriculum. Before and After School tutoring opportunities will include enrichment curriculum to promote the continued growth of already high achieving students. Hands-on science

and STEAM will continue to be incorporated into daily instruction, and the school's Robotics program will be expanded to include the Kindergarten Indy Robotics program.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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The school counselor is a part of the school's Leadership Team and collaborates with other members to ensure identified students are provided with mental health, counseling, and/or specialized support services to support their continued academic growth.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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N/A

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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A school-wide behavior plan is created yearly to address problem behavior and the school counselor collaborates with the Mental Health specialist assigned to the school, and the school's ESE chairperson, to assist teachers in identifying and completing the process of monitoring and documenting student behavior when further assistance is necessary.

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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Teachers, paraprofessionals, and other staff participate in district professional learning opportunities, as well as school-based PDs to guide their instruction using student data. A yearly staff needs survey is used to assist the PLST in developing meaningful professional development opportunities that meet the varying needs of the teachers at the school and allow them to feel supported.

**Strategies to Assist Preschool Children**

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

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Pre-Kindergarten and Kindergarten teachers participate in orientations at the start of the school year and at the end of the school year to assist students and their families in the transition from early childhood programs to elementary school programs.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00