

Coral Cove ES (2011)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2013 - 2014)	A
Title 1 School	No
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
K-ELA: Learning Goals and Performance Scales	Monday	2nd	9/14/2015 -	2:15 PM - 3:00 PM	K
5-Science: Learning Goals and Performance Scales	Monday	, 2nd	9/14/2015 -	2:15 PM - 3:00 PM	5
4-ELA: Learning Goals and Performance Scales	Monday	, 2nd	9/14/2015 -	2:15 PM - 3:00 PM	4
3-ELA: Learning Goals and Performance Scales	Monday	, 2nd	9/14/2015 -	2:15 PM - 3:00 PM	3
2-MAFS 2: Learning Goals and Performance Scales	Monday	, 2nd	9/14/2015 -	2:15 PM - 3:00 PM	2
1-ELA: Learning Goals and Performance Scales	Monday	, 2nd	9/14/2015 -	2:15 PM - 3:00 PM	1

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2013-2014						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	142	12.68	0.00	--	--	0.00
1	193	7.25	0.00	--	--	0.00
2	147	6.80	0.00	--	--	0.00
3	140	5.00	0.71	--	14.30	0.71
4	144	6.94	0.69	--	25.00	4.86
5	147	4.76	0.00	--	19.70	1.36

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students identified as needing Tier 2 and 3 interventions receive daily double and triple dose of targeted instruction utilizing interventions from the District's Struggling Reader and Math Charts. The Reading interventions include Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI), and iStation. The Math interventions include the Go Math Strategic Intensive Guide, Go Math Intensive Intervention Skill Packs, iStation, Engage NY, Learnzillion, Khan Academy, and TenMarks.

RtI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	10/6/2015 - 5/10/2016	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4.0
Governance and Leadership	3.67
Teaching and Assessing for Learning	3.42
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>One of Coral Cove Elementary's primary focus is to improve professional practices to increase student learning, with a special focus in Science. Professional Development: Instructional staff will participate in trainings on creating meaningful learning goals and performance scales to ensure our goals and rubrics are rigorous and aligned to the standards. To improve our area of need, we will focus our professional learning communities on research based strategies that will increase student achievement.</p>	

EVIDENCE/ARTIFACTS

File Name	Standards & Indicator	Upload Date
Copy-of-Master-Schedule.xls	Standard 1: Purpose and Direction (1.1)	2/2/2016
	Standard 2: Governance and Leadership (2.2)	
Simulation-Data-Powerpoint-SAC-Meeting.pptx	Standard 1: Purpose and Direction (1.1)	2/5/2016
Newsletter-Q1.pdf	Standard 1: Purpose and Direction (1.3)	3/17/2016
CCE-Purpose-and-Vision-2015.docx	Standard 1: Purpose and Direction (1.2)	3/18/2016

SAC-Interest-Final.docx	Standard 1: Purpose and Direction (1.1)	3/18/2016
November-SAC-Minutes-2015	Standard 1: Purpose and Direction (1.1)	3/18/2016
November-SAC-Minutes-2015	Standard 1: Purpose and Direction (1.1)	3/18/2016
SAC-Interest-Final.docx	Standard 1: Purpose and Direction (1.1)	3/18/2016
Simulation-Data-Powerpoint-SAC-Meeting.pptx	Standard 1: Purpose and Direction (1.1)	2/5/2016
Copy-of-Master-Schedule.xls	Standard 1: Purpose and Direction (1.1)	2/2/2016
	Standard 2: Governance and Leadership (2.2)	
CCE-Purpose-and-Vision-2015.docx	Standard 1: Purpose and Direction (1.2)	3/18/2016
Newsletter-Q1.pdf	Standard 1: Purpose and Direction (1.3)	3/17/2016
CCE-Climate-Survey.pdf	Standard 2: Governance and Leadership (2.4)	2/5/2016
Copy-of-Master-Schedule.xls	Standard 1: Purpose and Direction (1.1)	2/2/2016
	Standard 2: Governance and Leadership (2.2)	
Annual-Customer-Survey-Parent-Responses.pdf	Standard 2: Governance and Leadership (2.5)	2/5/2016
Support-Staff-Agenda-1-25.docx	Standard 2: Governance and Leadership (2.2)	3/18/2016
CCE-Faculty-and-Staff-Handbook-2015-2016-final	Standard 2: Governance and Leadership (2.1)	3/18/2016
Team-Leader-Agenda-9-15.docx	Standard 2: Governance and Leadership (2.3)	2/5/2016
CCE-Faculty-and-Staff-Handbook-2015-2016-final	Standard 2: Governance and Leadership (2.1)	3/18/2016
Support-Staff-Agenda-1-25.docx	Standard 2: Governance and Leadership (2.2)	3/18/2016
Copy-of-Master-Schedule.xls	Standard 1: Purpose and Direction (1.1)	2/2/2016
	Standard 2: Governance and Leadership (2.2)	

Team-Leader-Agenda-9-15.docx	Standard 2: Governance and Leadership (2.3)	2/5/2016
CCE-Climate-Survey.pdf	Standard 2: Governance and Leadership (2.4)	2/5/2016
Annual-Customer-Survey-Parent-Responses.pdf	Standard 2: Governance and Leadership (2.5)	2/5/2016
SAC-Committee-Members-2015-2016.pdf	Standard 3: Teaching and Assessing for Learning (3.5, 3.6)	3/17/2016
3-5DataChatForms2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2)	3/17/2016
	Standard 5: Using Results for Continuous (5.3)	
ExpectationsDigitalClassrooms-CCE-5th-grade.pdf	Standard 3: Teaching and Assessing for Learning (3.3, 3.4)	3/17/2016
BSA-ELA-2016-5th-Grade.doc	Standard 3: Teaching and Assessing for Learning (3.10)	3/17/2016
3-5DataChatForms2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2)	3/17/2016
	Standard 5: Using Results for Continuous (5.3)	
ExpectationsDigitalClassrooms-CCE-5th-grade.pdf	Standard 3: Teaching and Assessing for Learning (3.3, 3.4)	3/17/2016
ExpectationsDigitalClassrooms-CCE-5th-grade.pdf	Standard 3: Teaching and Assessing for Learning (3.3, 3.4)	3/17/2016
SAC-Committee-Members-2015-2016.pdf	Standard 3: Teaching and Assessing for Learning (3.5, 3.6)	3/17/2016
SAC-Committee-Members-2015-2016.pdf	Standard 3: Teaching and Assessing for Learning (3.5, 3.6)	3/17/2016
BSA-ELA-2016-5th-Grade.doc	Standard 3: Teaching and Assessing for Learning (3.10)	3/17/2016
2011-Accrediation-Stakeholder-Training-Plan-15-16.pdf	Standard 4: Resources and Support Systems (4.1)	10/29/2015
	Standards Training	
Parent-Symposium-Flyer-CCE.docx	Standard 4: Resources and Support Systems (4.6, 4.7)	3/17/2016
CORALCOVE_SPBP_FINAL-15-16.docx	Standard 4: Resources and Support Systems (4.3)	3/17/2016
Readig-Around-the-Planet-CCE-2015.pdf	Standard 4: Resources and Support Systems (4.4)	3/17/2016

Budget-Allocation-as-9-15.docx	Standard 4: Resources and Support Systems (4.2)	2/5/2016
2011-Accreditation-Stakeholder-Training-Plan-15-16.pdf	Standard 4: Resources and Support Systems (4.1) Standards Training	10/29/2015
Budget-Allocation-as-9-15.docx	Standard 4: Resources and Support Systems (4.2)	2/5/2016
CORALCOVE_SPBP_FINAL-15-16.docx	Standard 4: Resources and Support Systems (4.3)	3/17/2016
Readig-Around-the-Planet-CCE-2015.pdf	Standard 4: Resources and Support Systems (4.4)	3/17/2016
Parent-Symposium-Flyer-CCE.docx	Standard 4: Resources and Support Systems (4.6, 4.7)	3/17/2016
Parent-Symposium-Flyer-CCE.docx	Standard 4: Resources and Support Systems (4.6, 4.7)	3/17/2016
FSA-Testing_Schedule-2016.pdf	Standard 5: Using Results for Continuous (5.1)	3/17/2016
3-5DataChatForms2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2) Standard 5: Using Results for Continuous (5.3)	3/17/2016
School-Grade-letter-to-parents.pdf	Standard 5: Using Results for Continuous (5.5)	3/17/2016
Annual-Customer-Survey-Teacher-Responses.pdf	Standard 5: Using Results for Continuous (5.2, 5.5)	2/5/2016
FSA-Testing_Schedule-2016.pdf	Standard 5: Using Results for Continuous (5.1)	3/17/2016
Annual-Customer-Survey-Teacher-Responses.pdf	Standard 5: Using Results for Continuous (5.2, 5.5)	2/5/2016
3-5DataChatForms2015-16.docx	Standard 3: Teaching and Assessing for Learning (3.2) Standard 5: Using Results for Continuous (5.3)	3/17/2016
Annual-Customer-Survey-Teacher-Responses.pdf	Standard 5: Using Results for Continuous (5.2, 5.5)	2/5/2016
School-Grade-letter-to-parents.pdf	Standard 5: Using Results for Continuous (5.5)	3/17/2016
2011-Accreditation-Stakeholder-Training-Plan-15-16.pdf	Standard 4: Resources and Support Systems (4.1) Standards Training	10/29/2015

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
2011 CoralCoveES-Agenda-11-18-15.docx	November	Approved	12/4/2015
2011 CoralCoveES-Agenda-10-14-15.docx	October	Developed	12/4/2015
2011 CoralCoveES-Agenda-9-30-15.docx	September	None	12/4/2015
2011-SAC-Composition-Report.pdf	November	None	11/24/2015
2011 SAC Bylaws 093015.doc	September	ByLaws	10/26/2015

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6					

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement?

Science will be the content area in which Coral Cove will focus on for improving student achievement. Our FSA data indicates that 85% of our students scored at or above a Level 3 in Reading; 83% in Math; and 66% in Science.

What BEST Practice(s) will be scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Coral Cove will be scaling up BEST Practice # 1: Authentic and Focused PLCs. The grade levels will be collaborating to create learning goals and performance scales that align to the Florida State Standards in each content area. Furthermore, they will be planning interdisciplinary units that correlate and can be taught across the curriculum.

Describe how the BEST Practice(s) will be scaled-up.

To scale up BEST Practice #1- Authentic and Focused PLCs, the grade levels will be collaborating to create learning goals and performance scales that align to the Florida State Standards in each content area. They will be planning interdisciplinary units that correlate and can be taught across the curriculum. Teachers will utilize the time and structure of the PLCs to research and delve into the standards. By unpacking the standards they will create authentic lessons and assessments.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Strategies which have been successful include conducting accountability talks with the students and creating activities aligned to the standards at higher complexity levels. These strategies have been successful because teachers have been able to scaffold and challenge the students by increasing the complexity of their lessons and assignments. Furthermore, the students have taken ownership of their learning by providing reasoning and support for their thinking and responses.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs on Learning Goals and Performance Scales; Daily 5 research based strategies will be implemented	Administration	5/23/2016	Daily 5 Training: pay trainer and teachers to attend one day training over the summer; purchase books	\$7,000.00
PLCs on Learning Goals and Performance Scales; Daily 5 research based strategies will be implemented	Administration	5/9/2016	Daily 5 Training: pay trainer and teachers to attend one day training over the summer; purchase books	
PLCs on Learning Goals and Performance Scales; Daily 5 research based strategies will be implemented	Administration	6/13/2016	Daily 5 Training: pay trainer and teachers to attend	