

Miami-Dade County Public Schools

# Coconut Palm K 8 Academy



2015-16 School Improvement Plan

## Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

<http://coconutpalm.dadeschools.net>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	92%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	97%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

##### Provide the school's vision statement

We are committed to provide educational excellence for all students.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Tier III Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting and foster respectful relationships between the students and teachers.

Participation in regular small-group discussions with the school counselor.

Students are paired with a staff member for support.

Students are paired with an administrator for support.

Parent/Teacher conferences.

School sponsored activities

ESSAC and PTSA meetings that promote parental involvement.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Elementary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.

Secondary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



CPA Positive Behavior Support is Coconut Palm K-8 Academy's school-wide behavior intervention plan. It is a part of Florida's Positive Behavior Support Project . This project seeks to develop and recognize desired school-wide behaviors and is centered on the CPA 3 R's: Respectful, Responsible, Role Model. These three characteristics are the foundation for every successful action required for success.

Our expected behaviors are explicitly taught and are area specific. These behaviors are taught in class by our teachers and reinforced in the common areas with reminder signs and by CPA staff in the halls, cafeteria and throughout the building. Students who demonstrate expected behaviors consistently are rewarded by their teachers. Rewards may include special privileges, rewards or recognitions.

CPA Bengal Trading Post-This is Coconut Palm's School Store, where earned Bengal Bucks can be spent. Bengal Bucks are randomly given to students who exhibit the expected behaviors. Teachers and staff members can distribute Bengal Bucks.

All faculty and staff received training during the Opening of School Professional Development.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Tier II Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting.

Tier II Programs may include the following:

- Participation in small-group discussions
- One-on-one counseling sessions
- Periodic progress reports (daily, weekly, monthly)
- Assignment of a mentor
- Peer mediation
- PAWS Check-in/ Check-out Behavior Monitoring Program
- Male and Female mentoring programs
- Behavior Contracts
- Participation in targeted programs and events
- Success Coach
- Bengal Bucks

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Teachers will submit the names of students who reach pre-determined failure criteria to the counselors.

The RTI team will meet monthly to monitoring student performance prior the end of each marking period.

Strategies will be implemented to prevent student failures. Students will be meet with the counselor to create an action plan for success.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Attendance below 90 percent	2	3	2	0	3	3	0	8	5	26
One or more suspensions	1	0	0	0	0	1	2	6	1	11
Course failure in ELA or Math	35	16	12	12	11	28	12	2	6	134
Level 1 on statewide assessment	1	16	10	0	4	36	0	4	0	71

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	4	5	8	
Students exhibiting two or more indicators	1	13	5	2	19	2	42

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

PBS (Positive Behavior Support) systems are fully implemented for all students in grades K-8.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/223531>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### School Leadership Team

**Membership:**

Name	Title
Jones Carey, Carmen	Principal
Bush, Michele	Assistant Principal
Branch, Marva	Instructional Coach
Carroll, Ilisa	Assistant Principal
Cardona, Waleska	Instructional Coach

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

Michele Bush- [mabush@dadeschools.net](mailto:mabush@dadeschools.net)

Assistant Principal

Middle School

(K-8 Math/Science)

Ilisa L. Carroll- [ilisacarroll@dadeschools.net](mailto:ilisacarroll@dadeschools.net)

Assistant Principal

Elementary School

(K-8 Reading/Writing/Social Sciences)

Instructional Math Coach

Waleska Cardona-Elementary School-[wcardona@dadeschools.net](mailto:wcardona@dadeschools.net)

Martinarose Riddick-Middle School- [mriddick@dadeschools.net](mailto:mriddick@dadeschools.net)

Instructional Reading Coach

Dr. Marva Branch- Elementary School-[m\\_branch@dadeschools.net](mailto:m_branch@dadeschools.net)

Brenda Washington- Middle School - bWASHINGTON@dadschools.net  
Instructional Science Coach  
Lourdes Herrera K-8- Lulyteach@dadeschools.net

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

The teachers are required to submitted weekly reports from Success Maker Reading and Math to the elementary counselor. All reports are kept in the office with the counselor and the team meets monthly to discuss the needed problem solving effectiveness.

Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The Tier 1 of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The Tier 2 of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Coconut Palm K-8 Academy is dedicated to richly impacting the lives of all students with programs geared to bridge, prepare, and connect learners to 21st century global learning beyond classroom walls. We will enrich the lives of all of our students, by providing a rich array of interconnected programs that will move instruction to include:

- Coconut Palm's Choice Program - Agriscience Engineering and Environmental Science and Biomedical
  - Ready Schools Initiative
  - Positive Behavior Support Program (PBS)
  - Curriculum embedded Technology (Interactive Learning using Promethean) Computer assisted Instruction and the use of IPADS and Outdoor classroom via a variety of campus gardens
- Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or

summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.. In addition, Coconut Palm K-8 Academy uses Title I funding for additional services such as hourly teachers, paraprofessionals, software, hardware and supplemental materials.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Dr. Carmen Jones-Carey	Principal
Ma Falk	Teacher
Anna Lachapelle	Teacher
Tania Solomon	Parent
Elijah Dingle	Education Support Employee
Tere Wong	Business/Community
Ilisa Carroll	Education Support Employee
Vanessa Quintana	Teacher
Paul Baker	Business/Community
Laurelynn Morrison-Young	Teacher
Riona Sparrow	Student
Waleska Cardona	Teacher
Kimberly Smith	Teacher
Roselyn Seus	Student
	Student
Brenda Washington	Teacher
Lourdes Herrera	Teacher
Jennifer High	Teacher
Lisset Ferro	Teacher

#### Duties



**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The 2015-2016 SAC involvement included the following:

1. Team members shared school improvement ideas with fellow colleagues in the same grade level.
2. Provided valuable input for student achievement and interim assessments.
3. Provided feedback to the SIP Writing Team.

*Development of this school improvement plan*

Describe the activities of the SAC for the upcoming school year

1. EESAC will develop, implement and review the School Improvement Plan (SIP)
2. Funds will be allocated to support academic success, via incentives for FCAT and Common Core achievement and Bi-weekly success and adherence to PBS norms
3. Provide supplies and materials to support Project-Based Learning and school-wide implementation of the schools magnet programs.

*Preparation of the school's annual budget and plan*

The EESAC committee established ideas to be implemented in 2015-2016. The principal review the tentative budget with ESSAC and initiatives were presented and executed.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Student incentives \$1000.00  
 Saturday school \$1500.00  
 Student Planners for students in Grades 3-8.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Branch, Marva	Instructional Coach
Bush, Michele	Assistant Principal
Jones Carey, Carmen	Principal
Leveille, Dominique	Teacher, K-12
Shipp, Charnita	Teacher, K-12
Cortright, Janet	Teacher, K-12
Williams, Sharon	Teacher, PreK
Valdez, Caroline	Teacher, K-12
Morrison, Laurelynn	Teacher, K-12
Carroll, Ilisa	Assistant Principal
Cardona, Waleska	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

3.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

3.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

3.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.

3.4-Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

3.5-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All elementary teachers received common planning time with their entire grade level. The instructional coaches are planning weekly with teachers to ensure the implementation of the Florida Assessment Standards.

Due to the flexibility for common planning, some middle school teachers plan in the am, after school or during planning time with the instructional coach.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Conduct interviews in order to recruit teachers of highly qualified status.
2. Provide modeling, coaching and professional development in order to retain highly qualified teachers.
3. Attend and host recruitment fairs.
4. Provide time for ongoing collaboration.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The pairing is exclusively designed to provide new teachers with effective teachers. All new teachers and teachers with 4 years or less teaching experience are paired with an effective teacher for support and professional growth.

All first year and second year teachers have been paired with a MINT Mentor and/or a buddy teacher. The school utilizes with district plan to ensure that teachers are paired with an experienced teacher for retention and professional growth.

Beginning Teacher New Assigned Mentor  
Nicole Jimenez Laurelynn Young-Morrison  
Daxeli Molina Kamisha Daniels  
Michelle Deleon Charnita Shipp  
Raquel Perodin Charnita Shipp  
Andreana Pallotta Janet Cortright  
Takeesha Riggs Helen Gordon  
Brittany Rolle Careth Campbell  
Daniel Mantero Joanne Mulligan  
Alejandra Curiel Gayle Hunter



## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The teachers follow an instructional framework for all subjects to ensure the implementation of the state's standards. Teachers plan weekly with their instructional coach to ensure the benchmarks are unwrapped effective and to ensure that the delivery of teacher instruction produce student learning. Data Chats are used to review student performance on assessments.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

School-wide data will be used to monitor student mastery of state standards. Students will be assessed biweekly or as needed to address the overall mastery and mastery of benchmarks being taught. Teachers will retrieve data from Thinkgate and complete the Data Briefing Protocol sheet for each class taught. Teachers will conference with all students and complete the Class Data Tracking Roster. Each student will update their Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop

Wednesday will be used to reteach, review and re-assess all secondary benchmarks in middle school.

Secondary benchmarks will be remedy during DI and/or small groups.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 3,600**

Students will participate in small-group tutorials after school to provide remediation specific core subject areas deficiencies.

Students will use iReady technology based program for Reading and Math to support and enhance foundational skills and maintain grade level achievements.

**Strategy Rationale**

To promote student performance on grade level skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Carroll, Ilisa, vwbuggy2013@gmail.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students are tested on a bi-weekly basis to ensure mastery. Data from district interim assessments are used to provide a second data point to ensure the effectiveness of the implementation and student outcomes.

**Strategy: Weekend Program**

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the STAR Reading Early Literacy Diagnostic in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. Kindergarten teachers work closely with the Administration and the

Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn.

A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

This rigorous and challenging program requires students to complete various projects, participate in competitions, and field trips. Prior to entering the Upper Academy (Grades 6-8) students will be required to select one track (Agriscience Engineering or Medical Biotechnology). To ensure preparation for high school academies and programs, students in the Upper Academy may not change their chosen track.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The Agriscience Engineering and Medical Biotechnology Program will be offered to students beginning in first and second grade. To enroll, students must complete an application. The application process requires a lottery system after meeting rubric criteria. Students in the Lower Academy (Grades 1-5) will experience and explore the fields of Agriscience Engineering and Medical Biotechnology via the utilization of hands-on, virtual, simulated, and project-based learning. In preparation to select one track, the science, mathematics, and technology curriculum places emphasis on thematic and interdisciplinary units in order to ensure comprehensive exposure to agriscience engineering and medical biotechnology.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal      **B** = Barrier      **S** = Strategy

**1** = Problem Solving Step      **S123456** = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** To increase student achievement by improving core instruction in all content areas. **1a**

**G073941**

### Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0

### Resources Available to Support the Goal **2**

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; MacDougal Little, Inside, System 44, Read 180

### Targeted Barriers to Achieving the Goal **3**

- There is limited evidence of standard based instruction during the Gradual Release Model.

### Plan to Monitor Progress Toward G1. **8**

Provide support to teachers during and after the coaching cycle.

#### Person Responsible

Marva Branch

#### Schedule

Weekly, from 9/4/2015 to 6/9/2016

#### Evidence of Completion

Walkthroughs, lesson plans that contain evidence of backwards planning

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G073941

**G1.B1** There is limited evidence of standard based instruction during the Gradual Release Model. **2**

 B193110

**G1.B1.S1** Backwards Planning **4**

 S204629

### Strategy Rationale

Provide professional development on backwards planning using the standards based instruction infusing the components of gradual release

### Action Step 1 **5**

Professional Development on backwards planning

#### Person Responsible

Marva Branch

#### Schedule

On 9/18/2015

#### Evidence of Completion

Agenda, sign-in sheet, PD handouts, developed lesson plans that contain evidence of backwards planning

## Action Step 2 5

Continued support for teachers who demonstrate inconsistent delivery of planned instruction

### **Person Responsible**

Marva Branch

### **Schedule**

Weekly, from 9/4/2015 to 6/9/2016

### **Evidence of Completion**

Coaching Cycles

## Action Step 3 5

Coaching cycles and Collaborative Planning for targeted teachers

### **Person Responsible**

Marva Branch

### **Schedule**

Weekly, from 9/4/2015 to 6/9/2016

### **Evidence of Completion**

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the implementation of backwards planning during the gradual release model.

### **Person Responsible**

Marva Branch

### **Schedule**

Weekly, from 9/4/2015 to 6/9/2016

### **Evidence of Completion**

Walkthroughs, collaborative planning, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Walkthroughs for evidence of backwards planning during the gradual release model

**Person Responsible**

Ilisa Carroll

**Schedule**

On 6/9/2016

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development on backwards planning	Branch, Marva	9/18/2015	Agenda, sign-in sheet, PD handouts, developed lesson plans that contain evidence of backwards planning	9/18/2015 one-time
G1.B1.S1.A2	Continued support for teachers who demonstrate inconsistent delivery of planned instruction	Branch, Marva	9/4/2015	Coaching Cycles	6/9/2016 weekly
G1.B1.S1.A3	Coaching cycles and Collaborative Planning for targeted teachers	Branch, Marva	9/4/2015		6/9/2016 weekly
G1.MA1	Provide support to teachers during and after the coaching cycle.	Branch, Marva	9/4/2015	Walkthroughs, lesson plans that contain evidence of backwards planning	6/9/2016 weekly
G1.B1.S1.MA1	Walkthroughs for evidence of backwards planning during the gradual release model	Carroll, Ilisa	9/4/2015		6/9/2016 one-time
G1.B1.S1.MA1	Monitor the implementation of backwards planning during the gradual release model.	Branch, Marva	9/4/2015	Walkthroughs, collaborative planning, lesson plans	6/9/2016 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** There is limited evidence of standard based instruction during the Gradual Release Model.

**G1.B1.S1** Backwards Planning

### **PD Opportunity 1**

Professional Development on backwards planning

#### **Facilitator**

Dr. Branch, Reading Coach

#### **Participants**

All reading teachers in grades K-5.

#### **Schedule**

On 9/18/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Professional Development on backwards planning	\$0.00
2	G1.B1.S1.A2	Continued support for teachers who demonstrate inconsistent delivery of planned instruction	\$0.00
3	G1.B1.S1.A3	Coaching cycles and Collaborative Planning for targeted teachers	\$0.00
<b>Total:</b>			<b>\$0.00</b>