Coral Park Elementary School

2016-17 Schoolwide Improvement Plan

Coral Park Elementary School

1225 SW 97TH AVE, Miami, FL 33174

http://coralparkelementary.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

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

2. School Environment

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

At Coral Park Elementary we are always incorporating the ways in which we communicate with students and build relationships with students and their cultures. At the beginning of the year we offer opportunities for students to complete the All About Me project. Here they have a chance to answer questions with their families and present it within the school. We also continue the process during the year providing several projects that allow the students to build relationships with the school and share the knowledge they have about their culture.

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

The school creates an environment where students feel safe and respected by making sure the student is consistently learning and engaged in the learning process even beyond the bell. We offer before school care so that students are given a safe environment to wait with a teacher before school starts. In the afternoon, our after school care program offers a unique opportunity for teachers to work with students as they complete their home learning.

c. 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.

The school wide behavioral system helps minimize distractions and keeps students engaged in several ways. We have a school wide disciple plans that align to the superintendents discipline vision and mission. We have teachers constantly working on the FAB/BIP as needed. During the opening of school we always make it a priority to remind all staff about our ethics and disciple plan.

d. 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.

The school ensures the social-emotional needs of students are being met by providing counseling services to students that are referred by teachers, parents, and if noted on the students IEP. Along with these services, we also offer the D.A.R.E program and the Educational MDPD Unit that is offered by the local police to assist in the mentoring program. The school counselor continues communication during the year by e-mail, teacher meetings, and student chat groups to ensure that the school is

setting and attaining the school wide goals. We are currently working alongside with outside agencies such as the Family Counseling Services and the Miami Behavior Institute for Children and Families.

3. 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).

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

The following are the early warning indicators used at our schools.
* The Social Worker: completes a home visit when a student has received 5 or more unexcused absents.
* CIS: As a Title I school, we have a CIS that makes phone calls to the parents once their has been a student absent for at least 2 consecutive days.

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

1. 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	9	10	11	12	
Attendance below 90 percent	7	11	13	11	41	37	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	2	3	3	22	23	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	0	3	3	5	0	0	0	0	0	0	0	0	13

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

The students that have been identified by the school to improve academic performance must begin to work on intervention strategies. These strategies include, calls to the home, principal/parent meetings, and becoming involved in the truancy committee.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

N/A-Title I- see Parental Involvement Plan (PIP)

2. 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.

The school works closely with the community school on several projects during the year. Some of these activities include the EESAC and the Dade Partners, collaboration with F.I.U. and other local universities, the Children's Trust, Coding Club and student teacher mentoring in collaboration with F.I.U.,and Work Force volunteers.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Vega, Aileen	Principal
Verde, Jeanie	Teacher, ESE
Campbell, Jennifer	Teacher, K-12
Casanova, Maria	Teacher, K-12
Valdez, Lazaro	Teacher, K-12
Acosta, Stephanie	Teacher, ESE
Silveira, Irma	Teacher, K-12
Baltodano, Dania	Teacher, K-12
Hernandez, Carla	Teacher, K-12
Ramos, Bonifacio	Teacher, K-12
Garrido, Marisol	Instructional Coach

b. Duties

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

The MTSS/RtI Leadership Team assists in the disaggregation of data, determining the effectiveness of the SIP, and suggesting instructional adjustments aimed at improving student achievement.

2. 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.

The RtI Leadership Team meets every Tuesday, at 7:45 am. The team discusses data generated by State, District, and School based assessments and makes the necessary changes according to the required Pacing Guides. The RtI Team's primary goal is to ensure student mastery of the NGSSS benchmarks and Common Core Standards. The team collaborates, discusses problems, shares best practices, makes decisions, identifies professional development opportunities/needs and discusses upcoming events. School-wide programs are monitored to ensure fidelity and stakeholder participation. The decisions made by the RtI Team are implemented, in collaboration with EESAC, and reflected onto the SIP.

The role of the Exceptional Student Education (ESE) teacher is to participate in collecting student data, integrating core instructional activities and materials, and collaborating with general education teachers through the co-teaching model to support individual student need.

The Reading Coach leads and evaluates school reading programs by analyzing data to identify students recommended for tiered intervention, delivering professional development, and providing teacher support for reading strategies.

Student Services Personnel provide social-emotional, linguistic, and behavioral services and expertise on issues ranging from program design to student assessment.

Title I, Part A
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 students.

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.

Other components that are integrated into the school-wide program include an extensive Parental Involvement Program, Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Coral Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school) by the Title I.

Title I, Part D
Coral Park Elementary will use funds to support the Educational Alternate Outreach program to assist At-Risk Students with social and academic issues that they face daily. Student Services will coordinate with administrators and district personnel to monitor and service At-Risk Students with truancy and personal concerns.

Title II
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

Title III
Funds are provided for instructional supplemental materials and to fund our ELL tutoring program which services over 90 students before school.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
Coral Park Elementary will not receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
DRUG AWARENESS RESISTANCE EDUCATION (DARE): DARE teaches kids how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, and drugs. The DARE program is introduced to our fifth grade students. A specially trained officer comes into Coral Park and teaches the students.

Nutrition Programs
1) Coral Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) Coral Park Elementary Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in acquiring n high school which provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements acquiring Ready to Work and Industry certifications.

Job Training
KIDS AND THE POWER OF WORK (KAPOW): KAPOW, a program of the National Child Labor Committee, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years.

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parent Involvement Monthly Activities Report (FM-6913), and submit to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/ School Improvement Grant Initiative. Coral Park Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis,curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and CRISS trainings. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Aileen Vega	Principal
Mayte Fuentes	Teacher
Yenier Rodriguez	Teacher
Dina Medina	Education Support Employee
Charles Alfaro	Parent
Yamil Castro	Parent
Uwaldo Diaz	Parent
Carlos Saienz	Business/Community
Frank Fins	Business/Community
Lou Confessore	Business/Community
Carla Hernandez	Teacher
Jennifer Figueredo	Teacher
Vivian Mejido	Teacher
Elizabeth Fiallo	Parent
Lisette Guidi	Teacher
Gabriella Yedo	Student
Delia Guarch	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year, the school improvement plan concentrated on making sure the students were receiving curriculum aligned with the new standards and common core. As a school, we will be concentrating on subgroups that struggle to make adequate learning gains such as the students with disabilities subgroups. We provided the school with goals and objectives that outlined the needs of the school and for the students. We will continue to provide opportunities for improvement during the year as we evaluate the needs of the school on a year to year basis.

b. Development of this school improvement plan

The EESAC is involved in developing the goals and objectives for the School Improvement Plan (SIP) based on feedback provided by each grade level/department on the End of Year SIP Recommendation/Review form. The original draft of the School Improvement Plan is reviewed by EESAC who makes committee recommendations. Once the corrections are made, the SIP is reviewed by EESAC and the final approval is given. The SIP is then implemented school-wide.

c. Preparation of the school's annual budget and plan

As we do every year, we work closely with the school principal to outline the needs of the school and assist with preparing the schools's annual budget. This year we will continue to look at the budget and plan according to the needs.

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

EESAC will use $5,472.00 of its current budget to improve instructional technology. Improvements include classroom printers, additional computer stations, and the update of current ones. The EESAC will also focus on supplying instructional materials that support the teacher's ability to improve lesson plan design to achieve learning gains in the classroom.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Vega, Aileen	Principal
Garrido, Marisol	Instructional Coach
Baltodano, Dania	Teacher, K-12
Silveira, Irma	Teacher, K-12
Casanova, Maria	Teacher, K-12
Campbell, Jennifer	Teacher, K-12
Valdez, Lazaro	Teacher, K-12
Hernandez, Carla	Teacher, K-12
Acosta, Stephanie	Teacher, K-12
Verde, Jeanie	Teacher, PreK
Ramos, Bonifacio	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT will be to: 1) analyze standardized data, i.e. FSA Reading and Writing results, District Interim Assessments, SAT data 2) promote literacy by creating school-wide activities that create excitement while addressing fluency and comprehension, i.e. Battle of the Books, Accelerate Reader competitions 3) adhering to the Comprehensive Research based Reading Plan to improve success on the FSA 2.0 and Common Core Assessments.

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

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

These are a series of projects and activities that we will work on during the year. As a school, the schedule has allowed for 2 common planning days to be able to discuss curriculum changes and best practices. We continue to have PD's and mentoring programs school wide that allow for book studies and cross curricular planning.

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

The school's strategies include: in-house professional development, peer mentoring programs, and sharing of best practices through professional learning communities at grade level and faculty meetings.

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

The mentoring program includes:
1. The Mentoring and Induction for New Teachers (MINT) program which assists in providing guidance and support to beginning teachers by pairing them with more experienced teachers.
2. Weekly grade levels that assist with lesson plan design, teaching strategies, and classroom management.
3. Instructional support from the Reading Coach whom models lessons for teachers new to the district, school-site and/or grade-level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that its core instructional programs and materials are aligned to the Florida standards because we use the District Pacing Guides, the FSA website for materials and correlation between state and district assessments. We provided teacher leaders with training in the summer at the Synergy Training to ensure school wide implementation of the new FSA standards. This year we are a STEAM Designated school and we will enhance the program with teacher training in conjunction to the rigorous curriculum.

b. Instructional Strategies

1. 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.

The school uses its data to provide differentiated instructions to meet the needs of diverse learners by working closely with administration to disseminate the data correctly through quarterly data chats. We also provide data chats for interim and school wide assessments to drive instructions. The RTI process is used to help struggling students within the curriculum. Enrichment opportunities are offered in the school with an emphasizes on building life long learners.

2. 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: 162,000

Coral Park Elementary (CPE) has created the CPE Prep program for its before and after-school extended day programs for students in grades 3 through 5. The Prep initiative provides tutoring to at-risk students currently enrolled in the extended day programs and pairs them with a CPE teacher for assistance in core academic subjects including mathematics, reading, and science. In addition, students in PK through Grade 2 are provided with homework assistance and enrichment activities. The program runs Monday through Friday from 7:30 am - 8:15 am and 2:00 pm - 6:30 pm.

Strategy Rationale

In order to meet the needs of the students, extra teachers have been asked to work closely with students as they complete their home learning activities to bridge the academic gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vega, Aileen, avega3@dadeschools.net

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

Teachers monitor student progress in reading and mathematics by accessing data reports from I-Ready and Study Island programs. In addition, Reading Plus and Accelerated Reader programs are utilized to assess progress in reading comprehension, fluency, and vocabulary. The school-wide data is reviewed on a weekly basis and adjustments are made to maximize extended learning opportunities.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday school is available from 9:00 am - 11:00 am for students in grades 3 through 5 in core academic subjects. In grades 3 through 5, math and reading skills are taught by CPE teachers based on data from baseline and or interim data. In addition, writing mini lessons are addressed in grade 4 and science is addressed in grade 5.

Strategy Rationale

The strategy rational behind the Saturday School Academy is to continue to educate beyond the bell.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Vega, Aileen, avega3@dadeschools.net

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

During the course of the year and regular school-day, students take assessments that are calibrated and used to determine benchmarks to be addressed during Saturday school.

2. Student Transition and Readiness

a. 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).

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

Student data is used to plan daily academic and social instruction for all students and for groups of students who may need intervention beyond core instruction. Currently, VPK classrooms will begin implementing Scholastic "Big Day" for Pre-K curriculum.

VPK students are administered the Florida VPK Assessment three times a school-year. This assesses students within the following areas: phonemic awareness, print awareness, oral language/ vocabulary, and mathematics. All students are tested using the OLPSR Assessment to identify English Language Learners (ELL) status prior to Kindergarten placement. Teachers meet three times a year to assess student learning gains and inform parents of areas of concern. Articulation meetings are held at the end of the year with Kindergarten teachers and VPK parents to determine proper grade level placement.

VPK classrooms also offer the Model Consult. This model provides monthly student consultation services from a SPED teacher, up to and including speech therapy.

Coral Park Elementary (CPE) students who complete the VPK program have scored in the ninetieth percentile in the PK Readiness Score sponsored by the Florida Department of Education which measures Kindergarten readiness for 5 consecutive years.

CPE offers three VPK Special Education (SPED) programs. One is a half-day reversed mainstream program that includes three year old role models whom are paired with four year old children with

disabilities. The other program is a full day reversed mainstream program with 10 children with disabilities and 4 VPK students. This program uses the Florida VPK Assessment three times a school-year. Pre and post tests in Preschool Early Literary Indicators (PELI), Battelle Developmental Inventory (BDI-2), and the Devereux Early Childhood Assessment (DECA) are utilized in assessing all students with disabilities. In addition, the High/Scope Observation Record is utilized to further support correct placement at the end of the school-year. Articulation meetings are held at the end of the year with Kindergarten teachers and VPK parents to determine proper grade level placement.

The Pre-K SPED program uses the High Scope (H/S) and Building Early Language and Literacy (BELL) curricula. The H/S curriculum assists young children in language and cognitive learning to promote independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving; the fundamental skills that help determine success in adult life. The BELL program utilizes children's literature to build concepts and vocabulary to promote awareness of story sequencing and characters.

b. College and Career Readiness

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

KIDS AND THE POWER OF WORK (KAPOW): KAPOW, a program of the National Child Labor Committee offered to our students in Fourth Grade, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years.
In addition, the school sponsors a Career Day where individuals from a broad range of industries teachers students about career possibilities and goal setting.

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

N/A

3. 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

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   A need to provide rigor, higher order thinking skills, and the 4 C's across the Science curriculum to enhance our STEAM curriculum.

G2.   A need to provide opportunities to incorporate literacy and the 4 C's across the curriculum in Language Arts/Reading using applied data and the gradual release model.

G3.   To increase Math rigor by engaging the students in enrichment opportunities and incorporate appropriate grade level supplemental materials to develop an understanding of the lessons.

G4.   To increase student achievement by improving core instruction in all content areas including Writing.

Strategic Goals Detail

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

G1. A need to provide rigor, higher order thinking skills, and the 4 C's across the Science curriculum to enhance our STEAM curriculum. `1a`

🔍 G088028

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal `3`

- There is a need to increase rigor and literacy across the curriculum using labs and mini lessons.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Textbook, Discovery Learning, Study Jams, Study Island, Brain Pop

Plan to Monitor Progress Toward G1. `8`

District Assessments, In House Assessments

Person Responsible
Aileen Vega

Schedule
Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion
Journals, Data Chats, Assessment Reports

G2. A need to provide opportunities to incorporate literacy and the 4 C's across the curriculum in Language Arts/Reading using applied data and the gradual release model. `1a`

🔍 G088029

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	74.0

Targeted Barriers to Achieving the Goal `3`

- There is a need for teacher to increase rigor using higher order thinking skills and the data driven classroom model.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Task Cards, gradual release model within the classroom, teacher monitoring, supplemental materials for LAFS, Study Island, Accelerated Reader, I Ready

Plan to Monitor Progress Toward G2. `8`

I Ready Reports, District Assessments

Person Responsible

Marisol Garrido

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Teacher Assessments, Data Reports

G3. To increase Math rigor by engaging the students in enrichment opportunities and incorporate appropriate grade level supplemental materials to develop an understanding of the lessons. `1a`

🔍 G088030

Targets Supported `1b`

Indicator	Annual Target
AMO Math - SWD	76.0

Targeted Barriers to Achieving the Goal `3`

- There is a need for teaches to increase rigor using higher order thinking skills and digital fluency.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- GO! Math textbook series, I Ready, Study Island, Reflex Math, Ten Marks

Plan to Monitor Progress Toward G3. `8`

Reports and Assessmentes

Person Responsible
Aileen Vega

Schedule
Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion
Classroom Observations, Data

G4. To increase student achievement by improving core instruction in all content areas including Writing. 1a

🔑 G088031

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	90.0
ELA/Reading Gains	90.0
FSA ELA Achievement	97.0
AMO Math - All Students	91.0
AMO Math - SWD	76.0
FSA Mathematics Achievement	99.0
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal 3

- There is a need for teachers to increase rigor using higher order thinking skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- task cards, gradual release model within the classroom, teacher modeling in house, supplemental materials for LAFS, Study Island, Accelerated Reader.

Plan to Monitor Progress Toward G4. 8

District assessments and teacher created assessments

Person Responsible

Marisol Garrido

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data Reports

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. A need to provide rigor, higher order thinking skills, and the 4 C's across the Science curriculum to enhance our STEAM curriculum. 1

🔑 G088028

G1.B1 There is a need to increase rigor and literacy across the curriculum using labs and mini lessons. 2

🔑 B234039

G1.B1.S1 Probe for deeper understanding using scientific concepts and provide opportunities for student reflection and self correction in journals. 4

🔑 S246836

Strategy Rationale

Teacher will be integrating labs into the lesson.

Action Step 1 5

Teacher Assessments, District Assessments

Person Responsible

Aileen Vega

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student Journals

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

Data Chats, Observations

Person Responsible

Aileen Vega

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Monthly Projects, Assessment Data, Journals, Science Fair

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

Classroom Walk Through, Student work

Person Responsible

Aileen Vega

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Science Journals, Anchor Charts

G2. A need to provide opportunities to incorporate literacy and the 4 C's across the curriculum in Language Arts/Reading using applied data and the gradual release model. 1

G088029

G2.B1 There is a need for teacher to increase rigor using higher order thinking skills and the data driven classroom model. 2

B234040

G2.B1.S1 Engage students in equal intensity of the components of rigor with a particular focus on higher order thinking questions. 4

S246837

Strategy Rationale

Teacher will continue to integrate the FSA task cards and DI small groups into the lesson plans.

Action Step 1 5

Incorporating literacy across the LA/Reading curriculum.

Person Responsible

Marisol Garrido

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Journals and

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Walk thorughs

Person Responsible

Aileen Vega

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data Chats, Reports, Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Collection of Data

Person Responsible

Marisol Garrido

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Computer Reports, District Assessments

G3. To increase Math rigor by engaging the students in enrichment opportunities and incorporate appropriate grade level supplemental materials to develop an understanding of the lessons. `1`

🔍 G088030

G3.B1 There is a need for teaches to increase rigor using higher order thinking skills and digital fluency. `2`

🔍 B234041

G3.B1.S1 Engage students in equal intensity of the components of rigor with a particular focus on HOT strategies to probe for deeper understanding of math concepts, and provide opportunities for students reflection and self correction in journals. `4`

🔍 S246838

Strategy Rationale

Teacher will model a lesson for opportunities to enhance teacher collaboration and conversations of concepts.

Action Step 1 `5`

There is a need for teachers to increase rigor using higher order thinking skills and digital fluency.

Person Responsible

Aileen Vega

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Assessments, Journals, Anchor Charts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Classroom Walk Through, Students work

Person Responsible

Aileen Vega

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Assessments, Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Data Reports will be printed and analyzed.

Person Responsible

Aileen Vega

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data Chats, reports, student work

G4. To increase student achievement by improving core instruction in all content areas including Writing. [1]

G088031

G4.B2 There is a need for teachers to increase rigor using higher order thinking skills [2]

B234043

G4.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on higher order questioning strategies to probe for deeper understanding of literacy concepts, and provide opportunities for student reflection and self-correction. [4]

S246839

Strategy Rationale

Students will be able to identify strategies to problem solve concepts using the Gradual Release of Responsibilities Model (GRRM)

Action Step 1 [5]

Develop professional development opportunities for teachers to understand and implement the components of rigor and the 4 C's including higher order strategies. Professional Development should be guided by the gradual release model and teachers later can break out according to the grade assignment.

Person Responsible

Marisol Garrido

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Evidence will include walk throughs to make sure classrooms are implementing information for the professional developments. Collaborative conversations and participation in Role Model classroom observations will also be used by the administration to ensure the teachers understand the implementations of these strategies.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Ms. Pickett, Ms. Bellon, and Ms. Vega will conduct data chats to determine the areas that need to be addressed within the classroom.

Person Responsible

Aileen Vega

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Evidence will include data from district and state assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Data Chats and Classroom Observations

Person Responsible

Aileen Vega

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data and discussions with administration and teachers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M334006	District Assessments, In House Assessments	Vega, Aileen	8/22/2016	Journals, Data Chats, Assessment Reports	6/9/2017 quarterly
G2.MA1 🔑 M334009	I Ready Reports, District Assessments	Garrido, Marisol	8/22/2016	Teacher Assessments, Data Reports	6/9/2017 monthly
G3.MA1 🔑 M334012	Reports and Assessmentes	Vega, Aileen	8/22/2016	Classroom Observations, Data	6/9/2017 monthly
G4.MA1 🔑 M334015	District assessments and teacher created assessments	Garrido, Marisol	8/22/2016	Data Reports	6/9/2017 quarterly
G1.B1.S1.MA1 🔑 M334004	Classroom Walk Through, Student work	Vega, Aileen	8/22/2016	Science Journals, Anchor Charts	6/9/2017 monthly
G1.B1.S1.MA1 🔑 M334005	Data Chats, Observations	Vega, Aileen	8/22/2016	Monthly Projects, Assessment Data, Journals, Science Fair	6/9/2017 quarterly
G1.B1.S1.A1 🔑 A320756	Teacher Assessments, District Assessments	Vega, Aileen	8/22/2016	Student Journals	6/9/2017 monthly
G2.B1.S1.MA1 🔑 M334007	Collection of Data	Garrido, Marisol	8/22/2016	Computer Reports, District Assessments	6/9/2017 quarterly
G2.B1.S1.MA1 🔑 M334008	Classroom Walk thorughs	Vega, Aileen	8/22/2016	Data Chats, Reports, Assessments	6/9/2017 weekly
G2.B1.S1.A1 🔑 A320757	Incorporating literacy across the LA/ Reading curriculum.	Garrido, Marisol	8/22/2016	Journals and	6/9/2017 monthly
G3.B1.S1.MA1 🔑 M334010	Data Reports will be printed and analyzed.	Vega, Aileen	8/22/2016	Data Chats, reports, student work	6/9/2017 monthly
G3.B1.S1.MA1 🔑 M334011	Classroom Walk Through, Students work	Vega, Aileen	8/22/2016	Assessments, Observations	6/9/2017 biweekly
G3.B1.S1.A1 🔑 A320758	There is a need for teachers to increase rigor using higher order thinking skills and digital...	Vega, Aileen	8/22/2016	Assessments, Journals, Anchor Charts	6/9/2017 biweekly
G4.B2.S1.MA1 🔑 M334013	Data Chats and Classroom Observations	Vega, Aileen	8/22/2016	Data and discussions with administration and teachers.	6/9/2017 monthly
G4.B2.S1.MA1 🔑 M334014	Ms. Pickett, Ms. Bellon, and Ms. Vega will conduct data chats to determine the areas that need to...	Vega, Aileen	8/22/2016	Evidence will include data from district and state assessments	6/9/2017 quarterly
G4.B2.S1.A1 🔑 A320759	Develop professional development opportunities for teachers to understand and implement the...	Garrido, Marisol	8/22/2016	Evidence will include walk throughs to make sure classrooms are implementing information for the professional developments. Collaborative conversations and participation in Role Model classroom observations will also be used by the administration to ensure the teachers understand the implementations of these strategies.	6/9/2017 quarterly

V. Professional Development Opportunities

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

G2. A need to provide opportunities to incorporate literacy and the 4 C's across the curriculum in Language Arts/Reading using applied data and the gradual release model.

G2.B1 There is a need for teacher to increase rigor using higher order thinking skills and the data driven classroom model.

G2.B1.S1 Engage students in equal intensity of the components of rigor with a particular focus on higher order thinking questions.

PD Opportunity 1

Incorporating literacy across the LA/Reading curriculum.

Facilitator

Ms. Pickette

Participants

LA teachers K-5 grade

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G4. To increase student achievement by improving core instruction in all content areas including Writing.

G4.B2 There is a need for teachers to increase rigor using higher order thinking skills

G4.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on higher order questioning strategies to probe for deeper understanding of literacy concepts, and provide opportunities for student reflection and self-correction.

PD Opportunity 1

Develop professional development opportunities for teachers to understand and implement the components of rigor and the 4 C's including higher order strategies. Professional Development should be guided by the gradual release model and teachers later can break out according to the grade assignment.

Facilitator

Marisol Garrido

Participants

Teachers

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teacher Assessments, District Assessments				$0.00
2	G2.B1.S1.A1	**Incorporating literacy across the LA/Reading curriculum.**				**$1,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	239-Other	1001 - Coral Park Elementary School	Title I, Part A		$1,000.00
			Notes: Funds to be used for morning tutoring.			

3	G3.B1.S1.A1	**There is a need for teachers to increase rigor using higher order thinking skills and digital fluency.**	**$0.00**
4	G4.B2.S1.A1	**Develop professional development opportunities for teachers to understand and implement the components of rigor and the 4 C's including higher order strategies. Professional Development should be guided by the gradual release model and teachers later can break out according to the grade assignment.**	**$0.00**
		Total:	**$1,000.00**