Coral Way K 8 Center

2016-17 Schoolwide Improvement Plan

Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

http://coralwayelementary.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)
Combination School PK-8	No	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

Table of Contents

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 Way K 8 Center

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.

Coral Way K-8 Centers mission is to provide our students with opportunities to develop a better sense of the world (past, present, and future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural, interactive learning environment focusing on improving student achievement. Our aim is that all students, regardless of their home language, graduate as proficient, bilingual, and bi-literate citizens in our multi-cultural community. All members of our school community, working as a team, are able to enrich the instructional environment and empower students to take responsibility for their learning, while providing them with the skills and tools to prepare themselves
for the future.

b. Provide the school's vision statement.

Coral Way K-8 Center aspires to develop leaders who contribute to the well-being of society as they progress to positions of increasing responsibility through experience and personal growth. There is a spirit of united purpose and equal worth. In this international setting we are developing citizens of the world where bi-literate communication and technology are integral components of our teaching and learning environment providing our stakeholders with the tools for success in our global society. We strive to make a difference in the lives of all who enter here - students, teachers, parents, and community members.

2. School Environment

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

• During Open House, and other school events, ensure non-threatening methods of introducing parents to teachers and administrators.
• Create the formats for inviting parent participation in the cultural education process.
• Our school will infuse the required multicultural content as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, Black History Month, Hispanic Heritage Month, Women's History Month, and Veterans and Military Awareness.
• Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the school-wide cultural awareness and student-teacher
relationships.
• Attend District provided Professional Development on multicultural offerings.

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

In order to provide a safe, mutually respectful, caring and orderly environment, all school personnel will demonstrate professionalism and common courtesy that are essential qualities needed to promote an educational environment free from disruptions, harassment, bullying and aggressive actions.
• All school personnel will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying, harassment, dating violence, gender discrimination, and civil rights violations.

• All school personnel will monitor the school and report any suspicious activity to the school's leadership team.

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.

• Ensure teachers are trained in and utilize classroom management strategies.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing behavior expectations.
• Utilize the progressive discipline plan currently in place.

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.

• Coral Way K-8 Centers Administrative Team meets weekly to discuss students with barriers to academic and
social success.
• School counselors maintain a student log utilized for students in need of positive support interaction and feedback.
• School-wide instruction and activities that address the social and emotional needs of all students.

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 Early Warning System (EWS) is based on extensive research that identifies key factors, indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school.
The goal of our school is to develop students who are college- and career-ready, EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.
Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
•Utilize data systems to identify students who have attendance, behavioral or academic concerns.
•One or more suspensions, whether in school or out of school.
Create data decision rules for number of absences.
•Course failure in English Language Arts or Mathematics.
•A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.
•Utilize student data from statewide and standardized assessments to identify student needs and of the barriers blocking their success.

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	0	3	5	3	3	2	4	4	2	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in ELA or Math	1	1	10	9	14	8	6	0	10	0	0	0	0	59
Level 1 on statewide assessment	3	22	49	8	78	83	98	87	99	0	0	0	0	527

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	1	7	23	9	46	42	73	60	62	0	0	0	0	323

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

To improve the academic performance of students identified by the early warning system our school will:
• Effective multi-disciplinary teams in place to problem solve and create action plans;
• iReady, Tutorials, Paraprofessional assistance;
• Departmental planned discussions with administration to review data and set goals for identified students;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions (targeted solution focused counseling (individual and/or group), parent collaboration/education) to close student need gaps related to earning warning system.

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?
No

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

2. Description

Coral Way K-8 Center provides numerous opportunities for families and students to interact with the school community. For example, teachers provide data chats with students and parents, night events such as Reading Under The Stars, Gallery Night, STEM Night, as well as Open House and Orientation for incoming Kindergarten and First grade students.

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.

Coral Way K-8 Center maintains relationships with the business community through our Dade Partners, as well as the Community Business Representatives on the Educational Excellence Committee (EESAC).

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Martin, Barbara	Principal
Jordan, Reandra	Assistant Principal
Canales, Gabriel	Assistant Principal
Garcia, Sheilys	Assistant Principal
Garneff, Maritza	Instructional Coach
Mitchell, Monica	School Counselor
Vasquez, Yakelin	School Counselor
Royal, Angela	Teacher, ESE
Martin, Susana	Instructional Coach
Eftekhari, Para	School Counselor
Alvarez, Rolando	Teacher, K-12

b. Duties

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

TIER 1 - Leadership Team
The function and responsibility of each team member as it relates to MTSS and the SIP includes:
Administrators, Barbara Martin, Principal and ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps,
allocate resources;
In addition to the school administrators the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Susan Martin, Lead Teachers
• Yakelin Vasquez/Monica Mitchell/Para Eftekhari , Counselors
• Maritza Garneff, Reading Coach
• Angela Royal, Special Education (SPED) Teacher
In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure and implementation of building level MTSS.
TIER 2
Barbara Martin, Principal, ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals and members of the MTSS Leadership Team, will conduct regular meetings to evaluate

intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
TIER 3 - SST
Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership team 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.

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Coral Way K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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; assists 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 Program; Title 1 (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Barbara M. Martin	Principal
Mauricio Restrepo	Teacher
Angela Royal	Teacher
Josefina Novoa	Teacher
Elizabeth Montes	Parent
Erica Rule	Parent
Olga Castro	Education Support Employee
Marlene Figueroa	Teacher
Amy Hernandez	Teacher
Ana Hernandez	Business/Community
Melissa Montes	Business/Community
Lucinda Meurice	Parent
Julie Garcia	Parent
Para Eftekhari	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

Representatives of each membership group of the Educational Excellence School Advisory Council (EESAC) met to review strategies for the 2016-2017 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student
achievement.

b. Development of this school improvement plan

Administrators, Instructional Coaches, Lead Teachers, and teachers assisted with the development of this SIP plan by contributing strategies and barriers to each area.

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

Members of the school's faculty reviewed proposals, and submitted recommendations to the principal.

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

EESAC funds were utilized for computer based programs and supplemental materials. The amount allocated was $7,050.00.

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
Martin, Barbara	Principal
Jordan, Reandra	Assistant Principal
Canales, Gabriel	Assistant Principal
Garcia, Sheilys	Assistant Principal
Garneff, Maritza	Instructional Coach
Royal, Angela	Teacher, ESE
Martin, Susana	Teacher, K-12

b. Duties

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

• Provide Professional Development in the disaggregation of interim data reports.
• Utilizing the CCRP
• Integrating Reading into daily interventions across the curriculum.

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.

The Leadership Team encourages positive working relationships with teachers by participation in Department Team Meetings. Student academic and behavioral data is utilized to focus the meetings on students' academic and behavioral needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Attendance at education and general career fairs locally, in state, and nationally
Utilization of web-based recruiting as a low-cost, effective method to attract new recruits
Offers of hiring commitment (pre-contract binders) to education majors eligible to teacher critical shortage areas
Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
Principal will monitor all strategies.

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

The teacher mentoring program pairs beginning teachers with experienced teachers.
Qualifications for Mentors:
• Must hold a valid professional teaching certificate;
• Minimum of three years of successful teaching experience; and
• Certified at the same level or in the subject area as the new teacher.
Selection Criteria for Mentors:
• Mastery of pedagogical and subject matter skills;
• Evidence of strong interpersonal skills;
• Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
• Evidence of effective teaching and student achievement gains;
• Credibility with colleagues;
• Commitment to personal professional learning demonstrated by frequent participation in professional development;
• Experience working with adult learners; and
• Expertise in accessing data resources and using data to analyze instruction.
Required Training to Become a Mentor:
To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
• Overview of Mentoring and Induction for New Teachers (MINT)
• Introduction to Instructional Mentoring
• Data Coaching
Who Receives a Mentor:
• Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.
Help for Second and Third Year Teachers:• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a department chair, National Board Certified Teacher, etc.

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.

Coral Way K-8 Center utilizes District adopted and supported instructional programs and materials to create
ongoing opportunities for teachers to plan and discuss curriculum that aligns to the Florida standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

Coral Way K-8 utilizes the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

Our school ensures every teacher contributes to literacy improvement of every student by:

• Holding meetings on a regular basis to make decisions about literacy instruction in the school.

• Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).

• Providing instruction aligned with the Language Arts Florida Standards for their grade level.

• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).

• Administering assessments which measure instructed standards.

• Monitoring progress at the class and grade level during Department Team Meetings.

• Conducting data chats with students.

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: Before School Program

Minutes added to school year: 1,200

ELL Tutoring

Strategy Rationale

Allows student's the opportunity to receive additional assistance in attaining the English language. Also serves as a tutorial session to assist ELL students with Common Core Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Martin, Barbara, bmmartin@dadeschools.net

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

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Strategy: After School Program

Minutes added to school year: 1,200

Middle School Enrichment Program Florida International University Afterschool Allstars

Strategy Rationale

Give middle school students (grades 6-8) opportunity to participate in enrichment activities in technology, reading, mathematics, and physical education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Martin, Barbara, bmmartin@dadeschools.net

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

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Strategy: After School Program

Minutes added to school year: 1,200

ELL Tutoring

Strategy Rationale

Allows student's the opportunity to receive additional assistance in attaining the English language. Also serves as a tutorial session to assist ELL students with Common Core Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Martin, Barbara, bmmartin@dadeschools.net

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

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Strategy: Extended School Day

Minutes added to school year: 1,200

International Studies Program

Strategy Rationale

Allows for students to enter BISO program in grade 9. Also allows for attainment of AP credits.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Martin, Susana, scmartin@dadeschools.net

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

Data is collected through Interim Assessments, Teacher created test, and formal testing.

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.

At Coral Way K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are iReady, Florida Kindergarten Readiness (FLKRS) , and Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS). Screening data will be collected and aggregated prior to October 3, 2016. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

For the upcoming year, Coral Way K-8 Center will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal/assistant principal will also meet with the center directors of neighborhood centers.

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.

N/A

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.   Our goal for the 2016-2017 school year is to provide daily opportunities for students to engage in rigorous and diverse problem solving and critical thinking across all content areas.

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. Our goal for the 2016-2017 school year is to provide daily opportunities for students to engage in rigorous and diverse problem solving and critical thinking across all content areas. `1a`

🔍 G088162

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA ELA Achievement	48.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	54.0
Math Gains	72.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal `3`

- A barrier that exist is a lack of technology and infrastructure needed to effectively deliver a diverse range of rigorous critical thinking activities/lessons.

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

- *Reading: McGraw Hill Reading Wonders Series K-5, textbook digital resources, iReady, instructional staff, Promethean boards, Reading Coach, ELL after school tutoring, developmental courses available, District Pacing Guides, computer labs, and Imagine Learning (ELL). *Math: Mathematics textbook series/digital resources, Reflex Math GIZMOS, instructional staff, Promethean boards, department chairperson, ELL after school tutoring, District Pacing Guides, computer labs. *Science: Pearson series, science liason, Promethean boards, GIZMOS, District Pacing Guides *Social Studies: McGraw-Hill textbooks, Social Studies department chairperson, Promethean boards, district tablets, District Pacing Guides.

Plan to Monitor Progress Toward G1. 8

Consistently monitor progress and analyze student data to meet the goal of providing students the opportunity to engage in rigorous critical thinking activities by using pacing guides, task cards and other district developed documents in all content areas.

Person Responsible
Barbara Martin

Schedule
Monthly, from 8/29/2016 to 5/12/2017

Evidence of Completion
District Interims/ Mid Year Assessments/Florida Standard Assessments

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

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G1. Our goal for the 2016-2017 school year is to provide daily opportunities for students to engage in rigorous and diverse problem solving and critical thinking across all content areas. [1]

🔍 G088162

G1.B1 A barrier that exist is a lack of technology and infrastructure needed to effectively deliver a diverse range of rigorous critical thinking activities/lessons. [2]

🔍 B234436

G1.B1.S1 Implement collaborative structures such as district and in-house professional development to allow teachers to routinely address the course objectives described in the pacing guides and the FLDOE course descriptions in all content areas utilizing critical thinking skills. [4]

🔍 S247190

Strategy Rationale

To assist teachers with promoting rigorous, effective routines and frameworks within the classroom in all content areas.

Action Step 1 [5]

Provide professional development on the use of digital programs within the classroom.

Person Responsible

Barbara Martin

Schedule

Quarterly, from 8/30/2016 to 5/12/2017

Evidence of Completion

Agendas/PD deliverables

Action Step 2 [5]

Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.

Person Responsible

Barbara Martin

Schedule

Daily, from 9/6/2016 to 5/12/2017

Evidence of Completion

Lesson Plans/ Student Work/Common Planning Agenda

Action Step 3 `5`

Provide additional support to those teachers in need of guidance in higher order questioning strategies.

Person Responsible

Barbara Martin

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Lesson Plans/Agendas/Support logs

Action Step 4 `5`

Administrators will monitor for the effectiveness and fidelity of the implementation of the professional development and additional support provided to those in need by conducting walk throughs.

Person Responsible

Barbara Martin

Schedule

Daily, from 9/1/2016 to 6/6/2017

Evidence of Completion

Lesson Plans/Student Work

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

Administrators will conduct daily walk throughs in all content areas. Administrators will attend planning/Department meetings in all content areas.

Person Responsible

Barbara Martin

Schedule

Weekly, from 9/7/2016 to 6/7/2017

Evidence of Completion

Lesson Plans, Walkthroughs

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

Leadership team will monitor district baseline assessments, as well as lesson plans in all content areas.

Person Responsible

Barbara Martin

Schedule

Quarterly, from 10/10/2016 to 5/12/2017

Evidence of Completion

Results of District Interims/ Mid Year Assessments/Florida Standard Assessments and Student Work.

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 🔍 M334829	Consistently monitor progress and analyze student data to meet the goal of providing students the...	Martin, Barbara	8/29/2016	District Interims/ Mid Year Assessments/Florida Standard Assessments	5/12/2017 monthly
G1.B1.S1.MA1 🔍 M334827	Leadership team will monitor district baseline assessments, as well as lesson plans in all content...	Martin, Barbara	10/10/2016	Results of District Interims/ Mid Year Assessments/Florida Standard Assessments and Student Work.	5/12/2017 quarterly
G1.B1.S1.A1 🔍 A321697	Provide professional development on the use of digital programs within the classroom.	Martin, Barbara	8/30/2016	Agendas/PD deliverables	5/12/2017 quarterly
G1.B1.S1.A2 🔍 A321698	Effective implementation of common planning routines, frameworks evident in lesson plans, and the...	Martin, Barbara	9/6/2016	Lesson Plans/ Student Work/Common Planning Agenda	5/12/2017 daily
G1.B1.S1.A3 🔍 A321699	Provide additional support to those teachers in need of guidance in higher order questioning...	Martin, Barbara	9/6/2016	Lesson Plans/Agendas/Support logs	6/1/2017 monthly
G1.B1.S1.A4 🔍 A321700	Administrators will monitor for the effectiveness and fidelity of the implementation of the...	Martin, Barbara	9/1/2016	Lesson Plans/Student Work	6/6/2017 daily
G1.B1.S1.MA1 🔍 M334828	Administrators will conduct daily walk throughs in all content areas. Administrators will attend...	Martin, Barbara	9/7/2016	Lesson Plans, Walkthroughs	6/7/2017 weekly

V. Professional Development Opportunities

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

G1. Our goal for the 2016-2017 school year is to provide daily opportunities for students to engage in rigorous and diverse problem solving and critical thinking across all content areas.

G1.B1 A barrier that exist is a lack of technology and infrastructure needed to effectively deliver a diverse range of rigorous critical thinking activities/lessons.

G1.B1.S1 Implement collaborative structures such as district and in-house professional development to allow teachers to routinely address the course objectives described in the pacing guides and the FLDOE course descriptions in all content areas utilizing critical thinking skills.

PD Opportunity 1

Provide professional development on the use of digital programs within the classroom.

Facilitator

Instructional Coaches/Department Chairpersons/Administrators

Participants

Teachers in grades K-8

Schedule

Quarterly, from 8/30/2016 to 5/12/2017

PD Opportunity 2

Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.

Facilitator

Administrators

Participants

Teachers in grades K-8

Schedule

Daily, from 9/6/2016 to 5/12/2017

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	**Provide professional development on the use of digital programs within the classroom.**				**$0.00**
2	G1.B1.S1.A2	**Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.**				**$7,250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$7,250.00
			Notes: Materials/Supplies/Technology programs will be purchased to assist teachers with implementing Goal #1.			
3	G1.B1.S1.A3	**Provide additional support to those teachers in need of guidance in higher order questioning strategies.**				**$0.00**
4	G1.B1.S1.A4	**Administrators will monitor for the effectiveness and fidelity of the implementation of the professional development and additional support provided to those in need by conducting walk throughs.**				**$0.00**
					Total:	**$7,250.00**