Miami-Dade County Public Schools

Miami Coral Park Senior High

students instruction environment school improvement family collaborative teaching needs strategic goals

2017-18 Schoolwide Improvement Plan

Miami Coral Park Senior High

8865 SW 16TH ST, Miami, FL 33165

http://cphs.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Miami Coral Park Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Miami Coral Park Senior High School is to facilitate and provide a rigorous and safe learning environment that will enable all students to achieve their full potential and become responsible, competitive and productive citizens in a continually-changing, technologically-driven, interdependent global society.

b. Provide the school's vision statement.

It is the vision of Miami Coral Park Senior High School to provide the highest quality education to all students by utilizing a collaborative partnership with all stakeholders.

2. School Environment

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

The school employs nearly 135 faculty members to serve its approximately 2,500 student body.

Academic rapport is built by the school's ability to offer over 140 different courses to students across a spectrum that includes regular, honors, Advanced Placement, Dual Enrollment, and an Engineering, Architecture, Construction and Biomedical Sciences Magnet affiliated with Florida International University. The school promotes its academic programs through the school-wide curriculum fair, the school newspaper and the school website. Miami Coral Park has established a collaborative relationship with Florida International University School of Engineering and students in the Magnet Engineering program have the opportunity to attend college level courses on the FIU campus. These students receive both college and high school credit and often receive acceptance to FIU's engineering program upon graduation and other equally prestigious programs across the nation.

The school offers a rich academic program for its English Language Learner (ELL) population consisting of over 530 students. In order to provide for our ELL students, tutoring is offered in Reading, Algebra, Geometry, and Biology. Additionally, the Home Language Assistance Program (HLAP) is utilized by teachers and students to offer help in diverse content areas so that students are able to find success in a variety of content areas. The Special Education (SPED) program includes more than 340 students identified as Emotionally Handicapped (EH), Learning Disabled (LD), Autistic, Physically Challenged, or Educably Mentally Handicapped (EMH) and, Profoundly Mentally Handicapped (PMH). These students are supported by an art therapist, clinical social worker, school psychologist, behavioral management teacher, and program specialist--each of whom closely monitor the implementation of respective Individualized Education Plans (IEP's). We also have over 200 gifted students who are a part of the SPED program. Our master schedule reflects a broad range of co-teaching classes that provide greater academic challenges and opportunities to the school's SPED population.

In addition, the school has a variety of clubs that celebrate varied ethnicities, academic interest, and service to the community. The sports program further builds relationships as the coaches serve as mentors for the students monitoring not only their physical education but their academic success.

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

Miami Coral Park Senior High makes every effort to provide a comprehensive high school experience. Currently, Coral Park offers 10 sports in which students can participate, totaling 19 boys and girls teams. The school also has a strong collection of extracurricular clubs and organizations. Many of the clubs are locally and nationally recognized for their accomplishments and service. Among the most active clubs in the school are the Future Business Leaders of America (FBLA), RamTech Robotics and Engineering Club, Gay Straight Alliance (GSA), and various honor societies.

Miami Coral Park Senior High School endeavors to link with the community in various ways. The surrounding churches have worked hand in hand with our students in various beautification projects throughout the school. The school's JROTC program is strong and accomplished. Students are assessed by the skills and standards expected of our armed forces. Some of our students plan on continuing their armed forces training upon graduation.

The school promotes anti-bullying campaigns and provides positive role models through its 5000 Role Model program. The school is supervised by a full staff of security monitors and 5 administrators that ensure the safety and well-being of its student body.

Parent meetings are held throughout the year to address timely concerns as well as inform them of test-taking procedures their children will encounter. Miami Coral Park Senior High wants to ensure that parents feel at home and are empowered stakeholders in their child's education. Therefore, they are encouraged to seek membership to the school's PTSA and SAC, and are invited to attend these monthly meetings whether they are members or not.

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.

Miami Coral Park Senior High have both a District and school-wide behavioral system in place. The District has an Alternative to Suspension plan with Student Success Centers throughout the District where students may be sent in lieu of an outdoor suspension. The District has a Code of Student Conduct that has clearly established policies and procedures for behavior. There are five levels of incidents, each with a suggested or prescribed consequence. In addition, Miami Coral Park Senior High has a progressive discipline plan which is more specific as it relates to specific offenses, such as tardiness to school and uniform violations. As an alternative to suspension, the school has an afterschool detention center every Wednesday and Thursday and a Saturday School program. Students are encouraged to do the right thing through the use of positive reinforcement, building rapport, and parental contact. In addition, participation in school events are a motivating factor for students to adhere to School Board policies and school procedures. A positive message is delivered on the school public announcement system and on bulletin boards throughout the school.

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.

Miami Coral Park Senior High ensures the social-emotional needs of all students by utilizing its human resources; school administration, student services, social worker, community liaison, school resource officer, school security, clerical personnel, club sponsors, teachers, etc. The student services department meets with students on a daily basis, as needed or referred. School administrators contact parents and mentor students. The social worker conducts home visits and meets with students to encourage daily attendance. Clerical personnel assists with first aid, administering medication, and trouble shooting. The school resource officer speaks with students who are considered "at risk" on decision making skills and consequences of behavior. The teachers who

serve as academic leaders, coaches, and club sponsors serve as role models and mentors on a daily basis.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's EWS will utilize the following indicators:
•Attendance below 90 percent
•Course failure in English Language Arts or Mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	106	46	83	247
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	195	319	355	323	1192

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	0	0	0	0	0	0	0	0	0	199	85	219	142	645

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

Attendance interventions and incentives, Alternative to Suspensions (detention and Saturday School), MTSS/RtI tiered interventions, parental contact, special interest clubs, extended school-day activities (after-school tutoring and Saturday School), college fairs and visits, credit recovery elective courses, and Intensive Reading and Math courses are all intervention strategies employed by Miami Coral Park Senior High to improve students' academic performance.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

An annual meeting is held to inform parents of our school's participation in Title I and to explain the requirements and rights of the parents to be involved. Parent meetings are also held monthly to provide information on the academic curriculum and assessments (FSA, EOC, etc.). Parents are given the resources needed to maintain and/or improve their child's academic success.

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.

Miami Coral Park Senior High works diligently to build and sustain partnerships with the local community. Our school's partnership with Florida International University(FIU) has afforded our Engineering, Architecture, Construction and Biomedical Sciences Magnet students the opportunity to take classes with industry experts in the engineering field while maintaining their regular school schedule. This partnership with FIU has also been an asset for our 9th grade students struggling with attention, organization and time management. Through FIU's STRIPE peer mentorship program, a select group of 9th grade students are mentored by STRIPE trained peer leaders. Additionally, our school's various extracurricular programs promote partnerships with the local community who often share and contribute their resources to support student achievement.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Weiner, Scott	Principal
Parris, Quintera	Assistant Principal
Sell, Yvette	Assistant Principal
Condis, Emilio	Administrative Support
Gomis, Esmeralda	Other
Garcia, Annette	Other
Barrial, Maria	School Counselor
Jordan, Danay	Teacher, K-12
Morin, Elizabeth	Other
Toca, Elizabeth	Instructional Coach
Casares, Isis	Assistant Principal
Salum, Melissa	Other
Pardo, Christopher	Assistant Principal
Quesada, Raul	Teacher, K-12
Alonso, Gloria	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.

Administration:

Ms. Alicia Hidalgo – Principal
Ms. Isis Casares – Assistant Principal
Mr. Christopher Pardo – Assistant Principal
Ms. Quintera Parris – Assistant Principal
Ms. Yvette Sell – Assistant Principal

Weekly Leadership Team meetings are held where shared decision making is made. Provide a common vision for the use of data-based decision-making. Schedules and facilitates regular MTSS/RtI meetings. Ensures adequate professional development to support MTSS/RtI implementation, and allocates resources to ensure the implementation of interventions and strategies specified in the SIP.

Support Personnel:

Maria Barrial - Guidance
Communicates with parents regarding school-based MTSS/RtI plans and activities. Provides quality services and expertise on issues ranging from behavioral management to at risk prevention.

Select Curriculum Team Members:

Ms. Elizabeth Toca – Literacy Coach
Ms. Danay Jordan – ESOL
Provide information about core instruction, participate in student data collection, deliver of Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Esmerelda Gomis - ESE Program Specialist
Annette Garcia – BMT
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers via co-teaching.

Gloria Alonso - Magnet Lead Teacher
Assists school principal and magnet teachers with the implementation of the magnet theme program and recruitment of students.

Curriculum team members will also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The team will pinpoint appropriate, evidence based intervention strategies, assist in the design and implementation of programs. In addition, the team will progress monitor strategies and instruction via data collection and data analysis, participate in the design and delivery of professional development, as well as, provide support for assessment.

All members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by intervention levels.

Other teachers will also be involved when needed to provide information or revise efforts.

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 uses the Response to Intervention Problem Solving Model throughout Tiers 1, 2, and 3, to monitor academic and behavioral data and to evaluate progress towards previously stated goals found in the SIP. The team will meet at least four times per year at the beginning of each grading period.

The four steps utilized to determine goals, strategies, and responses are as follows:

1. Problem Identification – What is the problem?- Needs Assessment
2. Problem Analysis - Why is the problem occurring? – Data Analysis
3. Intervention Design/Implementation – What are we going to do about it? – Strategies
4. Response to Intervention – Is it working? – Evaluation of school-wide programs.

By following the four-step process detailed above, the MTSS/RtI Leadership Team will maintain a problem solving system to bring out the best in our teachers and our students.

At every MTSS/RtI Leadership Team meeting the agenda's focal point will be the monitoring, progression, and revision of the SIP goals and proposed interventions for individual and student subgroups. The goals of each team meeting are featured below:

1. Monitor, and analyze academic and behavior data to evaluate progress made. (The collection of data for all levels of intervention is ongoing so that the effectiveness of school programs is evaluated on a consistent basis.)

2. Determine professional development for faculty as indicated by student intervention and achievement needs based on the collected data.

3. Determine students' expected levels of progress towards proficiency by developing and examining clear indicators of student growth to consistently assist in examining the validity and effectiveness of program delivery.

4. Develop systems of communication by updating faculty on procedures and progress.

5. Design, implement, and evaluate both daily instruction and specific interventions. Ensure that students in need of intervention are receiving appropriate supplemental instruction with fidelity.

6. Respond to subgroups and individual students who have not shown a positive response and those who have met proficiency by reevaluating interventions and creating enrichment activities to meet the academic needs of all students.

Miami Coral Park Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or Adult Education. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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. The Leadership Team identifies 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 a Parental Program (Parent Academy); Supplemental Educational Services; and special support services to special needs populations such as homeless (Project Upstart), migrant, and neglected and delinquent students.

Miami Coral Park Senior High receives funds to support the Educational Outreach Program. Services are coordinated with District Drop-out Prevention Program. Incentives are provided to students with perfect attendance and the parent liaison and the school's social worker assist the administration to contact parents' of students who are truant.

Miami Coral Park Senior High uses supplemental funds for improving basic education as follows:
• training and substitute release time for Professional Development Liaison (PDL)and/or Professional Learning Support Team (PLST) members, focusing on Professional Learning Community (PLC) development and facilitation.

Services are provided through District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
• Tutorial programs to target students' FSA weaknesses in Reading, Mathematics, Writing, History and Science.
• Parent out-reach activities
• Professional development on best practices for ELL and content area teachers
• Coaching and mentoring for ELL and content area teachers

1) Miami Coral Park Sr. High 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) The School Food Service Program, school breakfast, school lunch, and vending machine snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

High school completion courses are available to all eligible Miami Coral Park Senior High students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

By promoting Career Pathways and Programs of Study students will have a better understanding and appreciation of the career and postsecondary opportunities available, as well as, 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 high school, providing more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Industry Certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Parental Involvement:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Miami Coral Park Senior High School's parent resource center or parent area in order to inform parents regarding available programs and other referral services.
Additionally, parents will also be introduced to the Parent Liaison to further familiarize themselves with the Programs provided through Title I. Increase parental engagement/involvement through

developing (with on-going parental input) the following: Title I School-Parent Compact (for each student), Title I Parental Involvement Policy, scheduling the Title I Annual Meeting, and implementing other activities necessary in order to comply with dissemination and reporting requirements.

Informal parent surveys will be conducted to determine specific needs of our parents. Once assessed, workshops and Parent Academy courses may be scheduled to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Francisco Sanchez	Teacher
Alicia Hidalgo	Principal
Robert Novak	Principal
Valerie Petersen	Teacher
Maria Sierra	Teacher
Maytee Rios	Teacher
Charlie Delahoz	Teacher
Horacio Sierra	Education Support Employee
Melissa Salum	Teacher
Juan D' Arce	Business/Community
George Valcarcel	Business/Community
Jennifer Sarria	Business/Community
Kelly Hernandez	Business/Community
Marta Bello Rodriguez	Business/Community
Lourdes Garcia	Parent
Annie Avendano	Parent
Xiomara Garcia	Parent
Leandra Sarria	Parent
Bertha Padilla	Parent
Isabel Rios	Student
William Mcdonnell	Teacher
Christina Diaz	Teacher
Charlie Delahoz	Teacher
Horacio Sierra	Education Support Employee
Fred Nixon	Education Support Employee
Kiana Da Silva	Student
Eldys Fabian	Student
Jaylyn Zorrilla	Student
Lonny Barreto	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the data from the previous school-year and discussed the Annual Measureable Objectives (AMO's). It was determined the English Language Learners (ELL) and the Students with Disabilities (SWD) needed additional academic assistance to master the reading content.

b. Development of this school improvement plan

SAC is responsible for decisions related to the implementation of the SIP goals. The committee analyzes the data collected from the previous and current school year. Goals and strategies are written in accordance to the data by various departments and a rationale for the utilization of said strategies are presented to SAC. The committee assists and evaluates the SIP goals and strategies at the beginning of the school year. The SAC's budget is reviewed and allocations are made that impact the delivery and instruction of programs at the school site featured to support the SIP goals.

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

The SAC allowed for an open forum in which faculty members and students made proposals to the SAC to receive funds. It is within these approvals that a budget will be prepared. The funds will be used to improve students achievement, provide incentives, and support the overall instructional program.

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

SAC will allocate funds for activities that focus on student achievement and academic enrichment for the upcoming school year. Student incentive programs for the purposes of improving Miami Coral Park Senior High's attendance, honor roll, graduation rates, and decreasing dropout and suspension rates will be supported via SAC funds allocated. Instructional resources for the maintenance and implementation of interventions/strategies as outlined by the SIP will also considered by SAC for purchase. The following is a list of the school improvement funds allocated last year: $2,999.00/student incentives; $600.00/Student Activities Awards for top 15%; $1960.50/Student Activities Recognition Awards; $2,000.00/Spanish Competition Team (transportation); $2,000.00/JROTC National Competition; $2,000.00/Thespian Society State Competition; $1,573.20/Thespian Society State Competition; $3,000.00/Band State Competition (transportation); $1665.00/Band Instruments Repairs; $150.00/Silver Knight Nominees Passes to Jungle Island; $300.00/Silver Knight Nominees' Interviews (transportation); $195.00/Silver Knights Awards Ceremony(transportation); $344.25/Senior Board Graduation Cords/Stoles; $320.00/Culinary/Early Childhood ServSafe Certification Cords; $120.00/ Foreign Language Convention (registration); $1644.50/ Social Studies Gateway Books; $295/5000 Role Models Recognition Awards

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
Weiner, Scott	Principal
Parris, Quintera	Assistant Principal
Sell, Yvette	Assistant Principal
Motley, Janice	Teacher, K-12
Rodriguez, Manuel	Teacher, K-12
DeLaHoz, Carlos	Teacher, Career/Technical
Sierra, Horacio	School Counselor
Alonso, Gloria	Teacher, K-12
Casares, Isis	Assistant Principal
Toca, Elizabeth	Instructional Coach
Diaz, Kristina	Teacher, K-12
Herbert, Janet	Teacher, K-12
Barrial, Maria	School Counselor
Garcia, Annette	Teacher, ESE
Gomis, Esmeralda	Teacher, ESE
Jordan, Danay	Teacher, K-12
Sierra, Maria	Teacher, K-12
Johnson, Latonya	Teacher, K-12
Pardo, Christopher	Assistant Principal
Kalakowski, Paula	Teacher, K-12

b. Duties

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

-Establishing research-based reading strategies using the Language Arts Florida Standards across content area courses that include electives such as social studies and science.
-Developing vocabulary acquisition, both specific and across the content areas through vocabulary practice, drills, quizzes, Reading Plus, etc.
-Providing incentives to improve the attendance in after school and Saturday school tutoring in reading.
-Supplementing literacy-based instructional technology programs into the curriculum.
-To invite members from the community to read, discuss and analyze literary works to promote the joy of reading.
- Promoting partnerships with neighboring universities to expand literacy in the content areas of mathematics and science.
- Working with District Curriculum Support Specialists to increase rigor and deep teaching through effective lesson planning that focuses on literacy.
-Coordinating Home Language Assistance Program to assist ELL students with vocabulary acquisition in the content areas of social studies, science, mathematics, and technology.

The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction and Collaborative Learning will be evident in the classroom setting, and will be monitored on an ongoing basis by department chairpersons and school administrators.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The school conducts biweekly faculty meetings of which one session is used for departmental meetings. These meetings are utilized for course-alike planning. In addition, the school will provide release days for curriculum planning, with a special emphasis on incorporating the Florida Standards in Language Arts, Mathematics, Social Studies, and Science. Administration, core department chairs and the school's literacy instructional coach facilitate common planning sessions with the English, Math, Science, Reading and Social Studies departments. The District is also providing Curriculum Support Specialists (CSS) for all core subjects and ESOL. The CSS's are scheduled to visit the school bi-monthly to work with teachers of core content areas.

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

Partnering of new/early career teachers with expert teachers.

Participation in the Mentoring and Induction for New Teachers (MINT) Program.

Establishment of a new/early career teacher professional learning community for the purposes of providing support and instruction on effective classroom practices.

Professional development sessions led by highly effective teachers.

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

In order to provide new/early career teachers with ongoing support Miami Coral Park Senior High will create a mentoring team. The team will consist of expert teachers who display strong interpersonal skills, enthusiasm for the teaching profession, show a vast knowledge of their content area, know various strategies that engage students and enhance student achievement, and are familiar with the utilization of data to drive instruction.

Members of the teacher mentoring program hold a variety of positions within the Leadership Team and/ or hold the distinction of being a National Board Certified Teacher (NBCT).

Mentors meet with their mentees to discuss topics specific to their needs, and as a professional learning community to discuss Best Practices.

Mentees are given the opportunity to observe their mentors in a classroom setting. Mentors will also model instructional practices and classroom management techniques.

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 utilizes the District adopted textbooks and resources that are aligned with the Florida Standards. In addition, teachers follow the District pacing guides that provide a framework for the scope and sequence of instruction. Monthly District Topic Test are used to determine students' needs and plan for remediation and differentiation within instruction. Mid Year Assessments are also used to ensure mastery of the Florida 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.

The schoool uses the data, via PowerBi, made available prior to the start of the school year in conjunction with student subject selection sheets to enroll students in courses that meet State requirements and best fit their needs. This data may include but is not limited to End of Course Assessments, final grades in academic subjects, ACT/SAT, FSA, Advanced Placement scores, and Industry Certification. At select intervals, the school reassesses fresh student data (topic tests, Mid Year Assessments and grades) and differentiates the instruction through the use of interventions to address the needs of the students. These modifications may include: push-in, pull-out, cooperative learning groups, student pairings, leveled coursework, all using the MTSS/RTI Framework.

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: Extended School Day

Minutes added to school year: 1,600

> Professional development is offered by both in-house teacher leaders and District Curriculum Support Speciallists in order to increase the quality of learning and enrich and accelerate the curriculum. Monthly faculty meetings are used for curriculum development and course-alike planning. In addition, four early release school days are also used to further train instructional personnel on the use of the Florida Standards. Two District provided full professional development days will be utilized for technlogy integration, data analysis, and implementation of the Florida Standards.

Strategy Rationale

> By improving core instruction in all content areas through the effective implementation of the Florida Standards, students will receive instruction that is aligned, rigorous, engaging, and modified to meet their needs.

Strategy Purpose(s)

> - Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Weiner, Scott, pr7271@dadeschools.net

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

> The collection of data utilized to determine effectiveness includes the District Topic Test, Winter Interim Assessments, teacher made assessments, students' end products, and students' grade average. The data is analyzed by the content area teacher and the schools' MTSS Team.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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

The school hosts grade level orientation sessions for students whereby they receive graduation requirements, grade level expectations, post-secondary information, participation requirements for school activities and athletics. In addition, freshmen receive a "New Student Orientation". Counselors, administrators, and teachers meet on a daily basis throughout the school year with students to address questions, make recommended subject selections, and offer curricular guidance.

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.

At the beginning of the school year, counselors meet with individual students to go over students' academic progress through the analysis of the students' credit profile. Students at each grade level are given their GPA, a list of courses they still need to complete in order to fulfill graduation requirements, and a list of the opportunities available to them at Miami Coral Park Senior High School. In the spring of every year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. After the course selection process, students meet one-on-one with a counselor to decide what classes will be taken. Parents are encouraged to participate in this process and final course selection is sent home for parental signature. The school offers students elective courses in art, business, technology, and diversified career education. Many courses focus on job skills and computer skills.

The College Advisor (CAP) will spend time with all students on college planning through career fairs, and grade level meetings. The CAP advisor provides students with a financial aid workshop and sends monthly electronic scholarship bulletins, which are also available on our school's website. Students are encouraged to seek financial support by applying to a variety of scholarships and grant programs. Last year, Miami Coral Park Senior High School students earned more than $6,200,000 in scholarships.

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

Miami Coral Park Senior High School offers elective courses in visual art and performing arts, business, technology, and diversified career training. Students have the opportunity to work towards earning Industry Certification in: Photoshop, AutoCAD, Dreamweaver, Mouse, ProStart, and CDA from the Department of Children and Families. In addition, Miami Coral Park Senior High School has a Engineering, Architecture, Construction and Biomedical Sciences Magnet that works closely with Florida International University to provide students with a rich curriculum through hands-on activities. Many of these courses focus on job skills.

Through the lesson study process, teachers plan and deliver lessons with a cross curricular focus to integrate career related experiences throughout a students' high school tenure.

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

The following are strategies that have proven to be effective for Miami Coral Park's student population, which we will continue to implement:

-Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might be interested in taking the test to do so as well.
- Miami Coral Park Senior High became an SAT and ACT testing center to give students better access to these exams.
-Students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination in their English Language Arts classes. Additionally, students are required to take the SAT or ACT in order to participate in activities or in athletics programs.
-Recruit and facilitate the application process for qualified students to participate in the Summer Youth Internship Program to foster opportunities for students to gain work experience and life skills.
-Partner our engineering students with local colleges to provide support for students through dual enrollment and summer enrichment programs.

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.

The school will implement strategies geared towards addressing the High School Feedback Report. The school offers advanced coursework that will prepare students for post-secondary work through the honors, Advanced Placement, Dual Enrollment, magnet, and career and technical classes.

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.   If core instruction is data driven in all content areas, then student achievement will improve.

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. If core instruction is data driven in all content areas, then student achievement will improve. 1a

🔑 G096840

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - White	
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	53.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	62.0
Math Gains	67.0
Math Lowest 25% Gains	68.0
CELLA Reading Proficiency	31.0
CELLA Listening/Speaking Proficiency	48.0
CELLA Writing Proficiency	31.0
FSAA ELA Achievement	64.0
FSAA Mathematics Achievement	64.0
AMO Reading - African American	

Targeted Barriers to Achieving the Goal 3

- Limited utilization of student data to drive instruction and to facilitate Response to Intervention (RTI) framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PowerBi; Pull-out, push-in, afterschool and Saturday tutoring; instructional technology programs: Carnegie Learning, Algebra Nation, GIZMOS, Reading Plus, Edgenuity, Imagine Learning, Achieve 3000, and TeenBiz; topic tests, item specifications and District Pacing Guides in Language Arts/Reading, Mathematics, Science, and Social Studies; professional development sessions, common planning, faculty meetings and early release days, and District Curriculum Content Support Specialists; incentives; University Affiliations (FIU), Home Language Assistance Program (HLAP), laboratory experiments, History labs, and primary/ancillary/ supplemental textbook resources.

Plan to Monitor Progress Toward G1. 8

Conduct quarterly data chats with core content area teachers and CTE teachers to discuss student progress/achievement and plans for intervention based on collected data.

> **Person Responsible**
>
> Scott Weiner
>
> **Schedule**
>
> Quarterly, from 10/17/2017 to 5/14/2018
>
> *Evidence of Completion*
>
> Grade, subgroup, and individual teacher data reports; Data Chat agenda and presentation; Data Protocol sheets.

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. If core instruction is data driven in all content areas, then student achievement will improve. 1

🔑 G096840

G1.B1 Limited utilization of student data to drive instruction and to facilitate Response to Intervention (RTI) framework. 2

🔑 B260500

G1.B1.S1 Conduct weekly Common Planning sessions which focus on aligning daily instruction to the standards as well as utilizing student data to drive instruction and target students' needs, particularly regarding remediation or need to increase rigor. In addition, implement the RTI framework to monitor students' academic progress and plan for intervention. 4

🔑 S275907

Strategy Rationale

Plan for and deliver instruction that is based on the following: 1) standards and/or specific course benchmarks--effectively utilizing the instructional material's resources; 2) student data--targeting areas to increase rigor and/or areas for remediation; 3) technology tools--increasing student engagement. Students will experience and master standards, as a result of teachers' cohesive and aligned lessons. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Establish a weekly common planning protocol to support teachers in developing standard-aligned lessons that engage students and properly utilize student data to drive instruction and to facilitate RTI.

Person Responsible

Scott Weiner

Schedule

Weekly, from 9/5/2017 to 6/4/2018

Evidence of Completion

Agenda, sign-in sheets, and lesson plans.

Action Step 2 `5`

Provide release time for teachers to attend District facilitated workshops on content area, effective instructional strategies, disaggregating student data, and instructional technologies.

Person Responsible

Scott Weiner

Schedule

Monthly, from 9/4/2017 to 12/22/2017

Evidence of Completion

Workshop agendas, Best Practices presentations during departmental meetings, Lesson plans and student work/digital folders

Action Step 3 `5`

Based on the administrative walkthroughs, the Curriculum Support Specialists and Literacy Coach will provide support to teachers in need of additional assistance.

Person Responsible

Scott Weiner

Schedule

Weekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

Lesson plans, teacher observations, student work/portfolios, and walk-through notes.

Action Step 4 `5`

The school-site administrative team will conduct strategically consistent walkthroughs which focus on the effective implementation of standard-aligned instruction as well as the effective use of instructional resources and technology to improve student achievement and engagement.

Person Responsible

Scott Weiner

Schedule

Weekly, from 9/18/2017 to 6/4/2018

Evidence of Completion

Lesson plans, teacher observations, student work/portfolios, and walk-through notes.

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

Weekly leadership team meetings and calendar verifications to confirm established meeting dates and walkthroughs.

Person Responsible

Scott Weiner

Schedule

Biweekly, from 8/28/2017 to 6/4/2018

Evidence of Completion

Notes from classroom walkthroughs.

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

Informal Administrative walkthroughs and content areas assessment data will be evaluated at curriculum council meetings.

Person Responsible

Scott Weiner

Schedule

Biweekly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Informal administrative notes and meeting minutes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A371002	Provide release time for teachers to attend District facilitated workshops on content area,...	Weiner, Scott	9/4/2017	Workshop agendas, Best Practices presentations during departmental meetings, Lesson plans and student work/digital folders	12/22/2017 monthly
G1.MA1 M399300	Conduct quarterly data chats with core content area teachers and CTE teachers to discuss student...	Weiner, Scott	10/17/2017	Grade, subgroup, and individual teacher data reports; Data Chat agenda and presentation; Data Protocol sheets.	5/14/2018 quarterly
G1.B1.S1.MA1 M399298	Informal Administrative walkthroughs and content areas assessment data will be evaluated at...	Weiner, Scott	9/4/2017	Informal administrative notes and meeting minutes.	6/4/2018 biweekly
G1.B1.S1.MA1 M399299	Weekly leadership team meetings and calendar verifications to confirm established meeting dates and...	Weiner, Scott	8/28/2017	Notes from classroom walkthroughs.	6/4/2018 biweekly
G1.B1.S1.A1 A371001	Establish a weekly common planning protocol to support teachers in developing standard-aligned...	Weiner, Scott	9/5/2017	Agenda, sign-in sheets, and lesson plans.	6/4/2018 weekly
G1.B1.S1.A3 A371003	Based on the administrative walkthroughs, the Curriculum Support Specialists and Literacy Coach...	Weiner, Scott	9/25/2017	Lesson plans, teacher observations, student work/portfolios, and walk-through notes.	6/4/2018 weekly
G1.B1.S1.A4 A371004	The school-site administrative team will conduct strategically consistent walkthroughs which focus...	Weiner, Scott	9/18/2017	Lesson plans, teacher observations, student work/portfolios, and walk-through notes.	6/4/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is data driven in all content areas, then student achievement will improve.

G1.B1 Limited utilization of student data to drive instruction and to facilitate Response to Intervention (RTI) framework.

G1.B1.S1 Conduct weekly Common Planning sessions which focus on aligning daily instruction to the standards as well as utilizing student data to drive instruction and target students' needs, particularly regarding remediation or need to increase rigor. In addition, implement the RTI framework to monitor students' academic progress and plan for intervention.

PD Opportunity 1

Establish a weekly common planning protocol to support teachers in developing standard-aligned lessons that engage students and properly utilize student data to drive instruction and to facilitate RTI.

Facilitator

Curriculum Support Specialists, Miami Dade County Public Schools; Literacy Coach; Department Chairs;

Participants

Teachers of Language Arts, Reading, English Language Learners, Mathematics, Science, Social Studies, Students with Disabilities within the content areas listed, and school-level administrators.

Schedule

Weekly, from 9/5/2017 to 6/4/2018

PD Opportunity 2

Provide release time for teachers to attend District facilitated workshops on content area, effective instructional strategies, disaggregating student data, and instructional technologies.

Facilitator

Miami Dade County Public Schools

Participants

Teachers of Language Arts, Reading, English Language Learners, Mathematics, Science, Social Studies, Students with Disabilities within the content areas listed, and school-level administrators.

Schedule

Monthly, from 9/4/2017 to 12/22/2017

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	Establish a weekly common planning protocol to support teachers in developing standard-aligned lessons that engage students and properly utilize student data to drive instruction and to facilitate RTI.	$0.00
2	G1.B1.S1.A2	Provide release time for teachers to attend District facilitated workshops on content area, effective instructional strategies, disaggregating student data, and instructional technologies.	$0.00
3	G1.B1.S1.A3	Based on the administrative walkthroughs, the Curriculum Support Specialists and Literacy Coach will provide support to teachers in need of additional assistance.	$0.00
4	G1.B1.S1.A4	The school-site administrative team will conduct strategically consistent walkthroughs which focus on the effective implementation of standard-aligned instruction as well as the effective use of instructional resources and technology to improve student achievement and engagement.	$0.00
		Total:	$0.00