

Miami-Dade County Public Schools

# Coral Park Elementary School



2017-18 Schoolwide Improvement Plan

## Coral Park Elementary School

1225 SW 97TH AVE, Miami, FL 33174

<http://coralparkelementary.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	79%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	27
<b>Appendix 3: Budget to Support Goals</b>	<b>27</b>

## 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 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 [Rule 6A-1.099811, Florida Administrative Code](#):

- **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:

- 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.

### 2017-18 DA Category and Statuses for Coral Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

It is the mission of Coral Park Elementary School, together with the support of the parents and community, to instill values so that each student will become a responsible, confident, and productive citizen.

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

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

#### 2. School Environment

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

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

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

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

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

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

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

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

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

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 following are the early warning indicators used at our schools.

\* The Social Worker: completes a home visit when a student has received 5 or more unexcused absences.

\* CIS: As a Title I school, we have a CIS that makes phone calls to the parents once there has been a student absent for at least two consecutive days.

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

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	6	7	8	7	8	21	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	8	9	12	12	13	18	0	0	0	0	0	0	0	72

##### 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	8	12	11	5	16	21	0	0	0	0	0	0	0	73

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

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

### B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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**

Title I works with families in building and increasing involvement by having an open campus policy in the morning where families are encouraged to have breakfast together. The PTA schedules a wide array of events at flexible times that include the Harvest Festival and volunteer breakfasts. Parents are encouraged to become volunteers and volunteer within the school and during school events. The library offers extended hours so that families may read together and utilize technology. Teachers schedule parent conferences quarterly that include meeting times before and after school to discuss academic progress. The school also offers workshops that communicate the expectations of the school, the students, and the parent. Workshops are held during the morning and on Saturdays.

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

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

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Vega, Aileen	Principal
Campbell, Jennifer	Teacher, K-12
Casanova, Maria	Teacher, K-12
Valdez, Lazaro	Teacher, K-12
Acosta, Stephanie	Teacher, ESE
Silveira, Irma	Teacher, K-12
Hernandez, Carla	Teacher, K-12
Garrido, Marisol	Instructional Coach
Rodriguez, A.	Teacher, PreK
Garcia, Isabel	Teacher, K-12
Bellon, Christina	Assistant Principal
Stanfield, Griselda	Assistant Principal

**b. Duties**

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



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

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

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

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

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

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students.

Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

#### Title I, Part C- Migrant

Coral Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Students are also provided extended learning opportunities (before-school and/or after-school) by Title I.

#### Title I, Part D

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

#### Title II

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

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

#### Title III

Funds are provided for the ELL tutoring program which services over 90 students before school.

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan on 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 which provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements acquiring Ready to Work and Industry certifications.

#### Job Training

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

#### Other

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

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Aileen Vega	Principal
Mayte Fuentes	Teacher
Yenier Rodriguez	Teacher
Dina Medina	Education Support Employee
Charles Alfaro	Parent
Yamil Castro	Parent
Uwaldo Diaz	Parent
Carlos Saienz	Business/Community
Frank Fins	Business/Community
Lou Confessore	Business/Community
Vivian Mejido	Teacher
Elizabeth Fiallo	Parent
Lisette Guidi	Teacher
Marie Meilan	Teacher
Dania Baltodano	Teacher
Ashley Alban	Parent
Oscar Fiallos	Parent
Victoria Lara	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, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

Last year, the school improvement plan concentrated on making sure all student subgroups were receiving curriculum aligned with the new standards and common core. As a school, we will be concentrating on the lowest 25%-35% subgroups that struggle to make adequate learning gains. We provided the school with goals and objectives that outlined the needs of the school and for the students. The Reading Coach will facilitate regular Rtl meetings, ensure follow up of action steps, allocate resource and use the data-based decision-making process. We will continue to provide opportunities for improvement during the year as we evaluate the needs of the school on a year to year basis.

#### b. Development of this school improvement plan

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

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

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

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

EESAC used \$5,472.00 of the budget to improve instructional technology. Improvements included printers, additional computer stations, and the update to current ones. Supplemental materials were also purchased that supported the curriculum and instruction.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Vega, Aileen	Principal
Garrido, Marisol	Instructional Coach
Baltodano, Dania	Teacher, K-12
Cabrera, Leslie	Teacher, PreK
Silveira, Irma	Teacher, K-12
Illescas Moran, Rocio	Teacher, K-12
East, Jessica	Teacher, ESE
Mejido, Vivian	Teacher, K-12
Valdes, Yvonne	Teacher, K-12
Gonzalez, Michelle	Teacher, K-12
Delvalle, Annette	Teacher, K-12
Meilan, Marie	Teacher, K-12

**b. Duties**

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

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

**D. Public and Collaborative Teaching**

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

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

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

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

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

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

The mentoring program includes:

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

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

#### **b. Instructional Strategies**

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

The school uses its data to provide differentiated instruction to meet the needs of diverse learners by working closely with administration to disseminate the data correctly through quarterly data chats. We also provide data chats to drive instruction within the classroom. The RTI process is used to help struggling students within the curriculum. Enrichment opportunities are offered with Title III funds to students in order to maintain or enhance learning gains.

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

**Strategy:** After School Program

**Minutes added to school year:** 10,200

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Vega, Aileen, avega3@dadeschools.net

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

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

**Strategy: Weekend Program**

**Minutes added to school year: 2,400**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Vega, Aileen, avega3@dadeschools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

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

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

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

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



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

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

## **b. College and Career Readiness**

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

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

In addition, the school sponsors a Career Day where individuals from a broad range of industries teachers students about career possibilities and goal setting.

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

N/A

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

N/A

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

N/A

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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" 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.**        If core instruction is increased in all content areas, then student achievement will be increased.

## 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 increased in all content areas, then student achievement will be increased. 1a

G096888

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- There is a need for teachers to use differentiated instruction and the RTI Process to target students areas of weakness and increase student achievement.

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

- Professional Development, Data Analysis, Data Chats, Reading Coach, Digital Coach, I-Ready, Wonderworks, Intervention, Title III, Saturday Academy, Common Planning Time, Ongoing progress Monitoring

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

On-going data analysis from assessments such as iReady, Science District Interim Assessments, 2018 SAT-10 FSA and Science FCAT 2.0 will be closely monitored for progress towards meeting the goal.

**Person Responsible**

Aileen Vega

**Schedule**

Monthly, from 8/21/2017 to 6/8/2018

**Evidence of Completion**

iReady Data AP1, AP2 and AP3 Data; 2018 SAT-10, FSA, FCAT 2.0 Data

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction is increased in all content areas, then student achievement will be increased. **1**

 G096888

**G1.B1** There is a need for teachers to use differentiated instruction and the RTI Process to target students areas of weakness and increase student achievement. **2**

 B260631

**G1.B1.S1** Provide Professional Development for classroom teachers on DI (Differentiated Instruction) and schedule collaborative meetings weekly for the classroom teacher to plan DI lessons aligned to the Florida Standards. Additionally, data discussions will be held quarterly to ensure that the individual needs of all students are met. Teachers will create a plan of action based on Rtl data to target student's areas of weakness through DI. **4**

 S276037

### Strategy Rationale

Collaborative planning for DI lessons will enable teachers to meet the needs of all students and improve student achievement.

### Action Step 1 **5**

Conduct data chats quarterly with Grades K-5 Instructional Personnel and Interventionist.

#### **Person Responsible**

Aileen Vega

#### **Schedule**

Quarterly, from 8/21/2017 to 6/8/2018

#### **Evidence of Completion**

Data collection report

### Action Step 2 **5**

Provide professional development on the effective implementation of Differentiated Instruction for ELA and Math.

#### **Person Responsible**

Marisol Garrido

#### **Schedule**

Triannually, from 8/21/2017 to 6/8/2018

#### **Evidence of Completion**

professional development sign in sheet

### Action Step 3 5

Classroom walkthroughs will be conducted with fidelity to ensure that best practices and Differentiated Instruction is being implemented across grade levels and content areas.

**Person Responsible**

Aileen Vega

**Schedule**

Daily, from 8/21/2017 to 6/8/2018

**Evidence of Completion**

Administration will walk through and make observations

### Action Step 4 5

Provide additional support on effective planning across all content areas with a focus on Differentiated Instruction that will impact student achievement.

**Person Responsible**

Aileen Vega

**Schedule**

Weekly, from 8/21/2017 to 6/8/2018

**Evidence of Completion**

teacher lesson plans

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

Fidelity of implementation will be monitored through teacher participation in professional developments, facilitating grade level planning related to effective collaborative planning structures with a focus on the Differentiated Instruction.

**Person Responsible**

Aileen Vega

**Schedule**

Quarterly, from 8/21/2017 to 6/8/2018

**Evidence of Completion**

DI lesson plans, Walkthrough/observation notes, Progress Monitoring Data, Meeting agendas, Sign-in sheets

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

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the implementation of DI components identified in lesson plans.

**Person Responsible**

Aileen Vega

**Schedule**

Monthly, from 8/21/2017 to 6/8/2018

***Evidence of Completion***

Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets, Progress Monitoring Data, 2018 SAT-10, FSA and FCAT 2.0 Data



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M399640	On-going data analysis from assessments such as iReady, Science District Interim Assessments, 2018...	Vega, Aileen	8/21/2017	iReady Data AP1, AP2 and AP3 Data; 2018 SAT-10, FSA, FCAT 2.0 Data	6/8/2018 monthly
G1.B1.S1.MA1 M399638	Effective implementation will be monitored by conducting walkthroughs during classroom instruction...	Vega, Aileen	8/21/2017	Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets, Progress Monitoring Data, 2018 SAT-10, FSA and FCAT 2.0 Data	6/8/2018 monthly
G1.B1.S1.MA1 M399639	Fidelity of implementation will be monitored through teacher participation in professional...	Vega, Aileen	8/21/2017	DI lesson plans, Walkthrough/ observation notes, Progress Monitoring Data, Meeting agendas, Sign-in sheets	6/8/2018 quarterly
G1.B1.S1.A1 A371331	Conduct data chats quarterly with Grades K-5 Instructional Personnel and Interventionist.	Vega, Aileen	8/21/2017	Data collection report	6/8/2018 quarterly
G1.B1.S1.A2 A371332	Provide professional development on the effective implementation of Differentiated Instruction for...	Garrido, Marisol	8/21/2017	professional development sign in sheet	6/8/2018 triannually
G1.B1.S1.A3 A371333	Classroom walkthroughs will be conducted with fidelity to ensure that best practices and...	Vega, Aileen	8/21/2017	Administration will walk through and make observations	6/8/2018 daily
G1.B1.S1.A4 A371334	Provide additional support on effective planning across all content areas with a focus on...	Vega, Aileen	8/21/2017	teacher lesson plans	6/8/2018 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 increased in all content areas, then student achievement will be increased.

**G1.B1** There is a need for teachers to use differentiated instruction and the RTI Process to target students areas of weakness and increase student achievement.

**G1.B1.S1** Provide Professional Development for classroom teachers on DI (Differentiated Instruction) and schedule collaborative meetings weekly for the classroom teacher to plan DI lessons aligned to the Florida Standards. Additionally, data discussions will be held quarterly to ensure that the individual needs of all students are met. Teachers will create a plan of action based on Rtl data to target student's areas of weakness through DI.

### **PD Opportunity 1**

Conduct data chats quarterly with Grades K-5 Instructional Personnel and Interventionist.

#### **Facilitator**

Marisol Garrido

#### **Participants**

Teacher K-5 grade

#### **Schedule**

Quarterly, from 8/21/2017 to 6/8/2018

## 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	Conduct data chats quarterly with Grades K-5 Instructional Personnel and Interventionist.	\$0.00
2	G1.B1.S1.A2	Provide professional development on the effective implementation of Differentiated Instruction for ELA and Math.	\$0.00
3	G1.B1.S1.A3	Classroom walkthroughs will be conducted with fidelity to ensure that best practices and Differentiated Instruction is being implemented across grade levels and content areas.	\$0.00
4	G1.B1.S1.A4	Provide additional support on effective planning across all content areas with a focus on Differentiated Instruction that will impact student achievement.	\$0.00
<b>Total:</b>			<b>\$0.00</b>