

Miami-Dade County Public Schools

Coconut Palm K 8 Academy



2017-18 Schoolwide Improvement Plan

Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

<http://coconutpalm.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)
Combination School PK-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 [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 Coconut Palm K 8 Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Coconut Palm K-8 Academy (CPA) provides the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

We are committed to provide educational excellence for all students.

2. School Environment

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

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

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

Students are paired with a staff member for support.

Students are paired with an administrator for support.

Parent/Teacher conferences.

School sponsored activities

ESSAC and PTSA meetings that promote parental involvement.

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

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

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.

Positive Behavior Support is Coconut Palm K-8 Academy's school-wide behavior intervention plan. It is a part of Florida's Positive Behavior Support Project . This project seeks to develop and recognize

desired school-wide behaviors and is centered on the CPA 3 R's: Respectful, Responsible, Role Model. These three characteristics are the foundation for every successful action required for success.

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

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.

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

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

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 RTI team will meet monthly to monitor student performance prior the end of each marking period. Strategies will be implemented to prevent student failures. Students will meet with the counselor to create an action plan for success. Our system is to identify, monitor and provide interventions throughout the school year for students who fall into the criteria below.

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to the alternative to suspension programs
- Students who score at FSA Level 1 and 2 in either ELA or Math
- Students who are not proficient in reading by Grade 3
- Students who are retained
- Students who fail 2 or more courses
- Students who fail either ELA or Math

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	9	15	29	26	11	13	7	5	6	0	0	0	0	121
Level 1 on statewide assessment	11	26	35	63	59	69	81	85	68	0	0	0	0	497

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	12	29	44	31	65	70	94	102	78	0	0	0	0	525

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

- Students who miss more than 10% of instructional time: Absences are addressed immediately by the homeroom teacher and parent contact is made. Counselors and Community Liaison Specialist follows up if absences persist with a Student Case Management Referral. Parent conferences are held for truancy prevention to establish support.
- Students with referrals that lead to the alternative to suspension program: Student mentoring, student and family counseling, indoor suspension, Student Success Center.
- Students who score at FSA Level 1 or in ELA or Mathematics: Students have established time periods in their schedule for intervention in the subject area needed.
- Students who are not proficient in reading by grade 3: Students are placed in a third grade class where the schedule allots for 90 minutes of an Intensive Acceleration curriculum.
- Students who are retained: Students are provided with intensive intervention based on Tier 2 strategies. Students are identified and invited to attend after school supplemental tutoring services.
- Students who fail 2 or more courses: Students are identified and invited to attend supplemental tutoring services for all tested subject areas. Students are scheduled for course recovery. ESOL students are provided with home language assistance in core subject area courses.
- Students who fail either ELA or Math: Students have established time periods in their schedule for intensive intervention in the subject area needed. Students are identified and invited to supplemental tutoring services for all tested subject areas. ESOL students are provided with home language assistance in core subject area courses.

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

More parent participation for Open House and Parent-Teacher Orientation.
Additional support with PTA from a parental aspects.

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 EESAC and PTSA bring together a diverse group of people to discuss different topics, help our community understand the issues we are facing, and provide incentives and recognition for student achievement. These organizations also pinpoint key issues that will establish agendas for school-wide initiatives.

Invited community members attend school activities such as Career Day and the Title I Parent Advisory Meetings; Title I District Advisory Meetings, EESAC Meetings and PTSA meetings, as well. These activities allow community members to interact and become more involved in the school and students' education.

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
Pena, Jose	Principal
Cardona, Waleska	Instructional Coach
Herrera, Lourdes	Instructional Coach
Uriarte, Adrienne	Instructional Coach
Garrett, April	School Counselor
Burgess, Tanisha	Instructional Coach
Leveille, Dominique	Teacher, K-12
James, Joey	Assistant Principal
Benitez, Nicole	Assistant Principal
Pernas, Gretel	School Counselor
McGhee, Yviane	Teacher, K-12
LaChapelle, Anna	Teacher, K-12
Burkhalter, Norrine	Teacher, K-12
Campbell, Careth	Teacher, K-12
Vincent, Sandra	Teacher, K-12
Smith, Kimberly	Teacher, K-12
Gordon, Helen	Teacher, K-12
Morales, Alexa	Teacher, K-12
Posey, Dale	Teacher, K-12
Moore, Karen	Instructional Coach
Baeza, Joe	Assistant Principal
Gamble, Amber	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.

- The principal facilitates the Leadership meetings by establishing an agenda and protocols, and ensuring that student achievement and instructional support are the focal points of the meetings.
- Assistant principals provide feedback on classroom visitations and share areas of concern with students, teachers and/or parents.
- Instructional coaches report on coaching cycles, and share strategies and follow-up dates for feedback and debriefing.
- Department Chairpersons share departmental concerns and collaborate with the team to brainstorm interventions, solutions and ideas.
- Student services personnel provide input on pressing parental and/or student concerns. Additionally, they report on initiatives and programs being implemented in the school.

1. The School Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency?

(common assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold ongoing team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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.

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

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

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

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

- The Tier 1 of support is the core instructional and behavioral methodologies, practices, and supports

designed for all students in the general curriculum.

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

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

- Coconut Palm's Magnet Choice Program - Agriscience Engineering and Environmental Science and Biomedical
- Positive Behavior Support Program (PBS)
- Curriculum embedded Technology (Interactive Learning using Promethean) Computer assisted Instruction and the use of IPADS and Outdoor classroom via a variety of campus gardens

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

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute

release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

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

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

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

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

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
 - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
 - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
 - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Carmen Jones-Carey	Principal
Anna Lachapelle	Teacher
Tere Wong	Business/Community
Waleska Cardona	Teacher
Kimberly Smith	Teacher
Brenda Washington	Teacher
Lourdes Herrera	Education Support Employee
Monica Toomer	Teacher
Caroline Valdez	Teacher
Alexa Morales	Teacher
Janelle Vargas	Teacher
Adrienne Uriarte	Teacher
Caridad Pozo	Education Support Employee
Fitzgerald Lloyd	Education Support Employee
Kyana Dalce	Parent
Fatima Brown	Parent
Marcia Garcia	Parent
Jennifer Gonzalez	Parent
	Parent
Jemima Favors	Student
Alexis Moreira	Student
Natalia Uribe	Business/Community
Andrew Jimenez	Business/Community
Terri Wong	Business/Community
James Washington	Business/Community
Angela Hardy	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

The SAC involvement included the following:

1. Team members shared school improvement ideas with fellow colleagues, parents and community members.
2. Provided valuable input for student achievement support and recognition.
3. Provided feedback for the development of the SIP and PIP.
4. Remained informed of Title I initiatives.

b. Development of this school improvement plan

1. EESAC will assist in the development, ensure implementation and review the School Improvement Plan (SIP) monthly.
2. Funds will be allocated to support academic success, via incentives for State, District and school assessments, as well as adherence to PBS norms.
3. Provide supplies and materials to support the SIP goals and school-wide implementation of the schools magnet programs.

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

The EESAC committee established ideas to be implemented during the current school year. The principal reviews the tentative budget with ESSAC where initiatives are proposed, implemented and monitored.

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

End of Year Awards Ceremonies \$1579.00
 Student Attendance Incentives \$2485.29
 Student Transportation for After School Tutoring \$3000.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Benitez, Nicole	Assistant Principal
Pena, Jose	Principal
Leveille, Dominique	Teacher, K-12
Cardona, Waleska	SAC Member
Baeza, Joe	Assistant Principal
James, Joey	Assistant Principal
McGhee, Yviane	Teacher, K-12
Gamble, Amber	Teacher, K-12
Gordon, Helen	Teacher, K-12
Smith, Kimberly	Teacher, K-12
Uriarte, Adrianne	Instructional Coach
Moore, Karen	Instructional Coach

b. Duties

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

- 3.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.
- 3.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.
- 3.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.
- 3.4-Strategies that are unsuccessful will be discontinued and replaced with alternates..
- 3.5-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously

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.

All teachers receive common planning time with their subject area in their grade level and department. The instructional coaches plan weekly with teachers to ensure standards driven planning takes place.

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

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

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

The pairing is exclusively designed to provide new teachers with effective teachers. All new teachers are paired with an effective teacher for support and professional growth. All first year teachers have been paired with a MINT Mentor. The school utilizes district plan to ensure that teachers are paired with an experienced teacher for retention and professional growth.

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 teachers follow an instructional framework for all subjects to ensure that standards-based instruction takes place. Teachers plan weekly with their instructional coach for guidance and support in the implementation of state standards during instruction. Data Chats are held with administration to review student performance on assessments of state 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.

School-wide data will be used to monitor student mastery of state standards. Students will be assessed biweekly or as needed to address the overall mastery and mastery of standards being taught. Teachers will retrieve data from the District's data program and complete a data analysis sheet for each class taught. An action plan will be developed by each teacher to address student needs. Teachers will conference with all students and track student progress; i.e. Data Tracking Roster. Student will track their own progress and set individual goals for success. The second faculty meeting of each month will be utilized for professional development of staff.

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: 6,840

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

Students will use a supplemental technology based program for Reading and Math to support and enhance foundational skills and maintain grade level achievements. Students will receive enrichment in acceleration courses.

Strategy Rationale

To promote student achievement on state standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pena, Jose, pr3621@dadeschools.net

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

Students are tested on an ongoing basis to ensure mastery. Data from district assessments are used to identify program effectiveness and student weaknesses. Support is provided to students and staff to lead towards student achievement.

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.

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) in order to determine

student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. English language Learners will also be assessed for language acquisition in both speaking and listening. Kindergarten teachers work closely with the administration and the Community Involvement Specialist (CIS) to ensure that all children come to school on a regular basis and are ready to learn.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

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 improves in all areas, then student achievement will increase.

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 improves in all areas, then student achievement will increase. 1a

G097012

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Targeted Barriers to Achieving the Goal 3

- As a result of informal walkthroughs and the internal instructional review, there were varied stages of differentiated instruction practices implemented in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; MacDougal Little, Inside, System 44, Read 180
- Go Math (MAFS) Item Specifications, SAT Dailies, Topic Assessments, McGraw Hill, HMH Algebra I and Geometry and AlgebraNation, Edgenuity
- GIZMOs, Florida supplemental workbooks, Essential Labs, J&J Speedbag, AIMS, Edgenuity
- iCivics, History Labs, Document- Based Questions, Item Specs, Suggested Lesson Plan Template, SS Instructional Framework
- iAttend Action Plan, Success Coaches, Student Services Department, Values Matters Curriculum, and Alternative to Suspension Program, Positive Behavior Support program
- Instructional Coaches, Curriculum Support Specialists, Instructional Supervisor
- Achievement Level Descriptors (ALD's), Triumph Learning Standards-based Test Item Bank, and the Infographics

Plan to Monitor Progress Toward G1. 8

Analyze progress monitoring data. Conduct walk through visitations and observations of the implementation and evidence of differentiated instruction. Provide corrective feedback and redirection, as needed.

Person Responsible

Jose Pena

Schedule

Daily, from 10/3/2017 to 6/9/2018

Evidence of Completion

Walk through and observation logs, progress monitoring data reports and curriculum action plans

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 improves in all areas, then student achievement will increase. 1

G097012

G1.B3 As a result of informal walkthroughs and the internal instructional review, there were varied stages of differentiated instruction practices implemented in the classroom. 2

B260985

G1.B3.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

S276359

Strategy Rationale

As a result of informal walkthroughs and the internal instructional review, there were varied stages of differentiated instruction practices implemented in the classroom. There was partial evidence of Teacher Led Centers identified, data-based student groupings, labeled student folders and aligned resources.

Action Step 1 5

Provide teachers with professional development on the process of developing student groups based on data and a range of differentiated activities utilizing the Infographic.

Person Responsible

Karen Moore

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Professional development sign-in sheets and agendas, presentation materials, lesson plans, identified student groups.

Action Step 2 5

Establish goals of effective differentiated instruction structures and model the framework for the implementation of differentiated instruction.

Person Responsible

Tanisha Burgess

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Coaching logs, lesson plans, instructional materials

Action Step 3 5

Plan for differentiated instruction with instructional staff.

Person Responsible

Adrienne Uriarte

Schedule

Weekly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Planning session sign-in sheets and agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct walk through visitations and observations of the implementation of differentiated instruction structures in the classrooms.

Person Responsible

Nicole Benitez

Schedule

Daily, from 10/3/2017 to 6/7/2018

Evidence of Completion

Walk through and observation logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Verify the utilization of authentic student assessments, the instructional delivery and progress monitoring data that will help monitor for effectiveness.

Person Responsible

Joe Baeza

Schedule

Daily, from 10/3/2017 to 6/7/2018

Evidence of Completion

Walk through and observation logs, progress monitoring data reports

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.B3.S1.MA1 M400358	Verify the utilization of authentic student assessments, the instructional delivery and progress...	Baeza, Joe	10/3/2017	Walk through and observation logs, progress monitoring data reports	6/7/2018 daily
G1.B3.S1.MA1 M400359	Conduct walk through visitations and observations of the implementation of differentiated...	Benitez, Nicole	10/3/2017	Walk through and observation logs	6/7/2018 daily
G1.B3.S1.A1 A372233	Provide teachers with professional development on the process of developing student groups based...	Moore, Karen	10/3/2017	Professional development sign-in sheets and agendas, presentation materials, lesson plans, identified student groups.	6/7/2018 weekly
G1.B3.S1.A2 A372234	Establish goals of effective differentiated instruction structures and model the framework for the...	Burgess, Tanisha	10/3/2017	Coaching logs, lesson plans, instructional materials	6/7/2018 weekly
G1.B3.S1.A3 A372235	Plan for differentiated instruction with instructional staff.	Uriarte, Adrianne	10/3/2017	Planning session sign-in sheets and agendas, lesson plans	6/7/2018 weekly
G1.MA1 M400360	Analyze progress monitoring data. Conduct walk through visitations and observations of the...	Pena, Jose	10/3/2017	Walk through and observation logs, progress monitoring data reports and curriculum action plans	6/9/2018 daily

V. Professional Development Opportunities

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

G1. If core instruction improves in all areas, then student achievement will increase.

G1.B3 As a result of informal walkthroughs and the internal instructional review, there were varied stages of differentiated instruction practices implemented in the classroom.

G1.B3.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide teachers with professional development on the process of developing student groups based on data and a range of differentiated activities utilizing the Infographic.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 10/3/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide teachers with professional development on the process of developing student groups based on data and a range of differentiated activities utilizing the Infographic.	\$0.00
2	G1.B3.S1.A2	Establish goals of effective differentiated instruction structures and model the framework for the implementation of differentiated instruction.	\$0.00
3	G1.B3.S1.A3	Plan for differentiated instruction with instructional staff.	\$0.00
			Total: \$0.00