

Miami-Dade County Public Schools

Coral Way K 8 Center



2017-18 Schoolwide Improvement Plan

Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

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

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School PK-8 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | B* | 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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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 Way K 8 Center

| 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

In order to provide a safe, mutually respectful, caring and orderly environment, all school personnel will demonstrate professionalism and common courtesy that are essential qualities needed to promote an educational environment free from disruptions, harassment, bullying and aggressive actions.

- All school personnel will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying, harassment, dating violence, gender discrimination, and civil rights violations.

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

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

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

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

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

3. Early Warning Systems

The school's response to this section may 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 Early Warning System (EWS) is based on extensive research that identifies key factors, indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school.

The goal of our school is to develop students who are college- and career-ready, EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.

Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns.

- One or more suspensions, whether in school or out of school.

Create data decision rules for number of absences.

- Course failure in English Language Arts or Mathematics.

- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

- Utilize student data from statewide and standardized assessments to identify student needs and of the barriers blocking their success.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 5 | 7 | 8 | 10 | 3 | 8 | 8 | 3 | 3 | 0 | 0 | 0 | 0 | 55 | |
| Level 1 on statewide assessment | 4 | 7 | 19 | 20 | 34 | 56 | 48 | 51 | 50 | 0 | 0 | 0 | 0 | 289 | |

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 | 5 | 9 | 20 | 9 | 33 | 62 | 51 | 56 | 55 | 0 | 0 | 0 | 0 | 300 | |

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

To improve the academic performance of students identified by the early warning system our school will:

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

B. Family and Community Engagement

The school's response to this section may 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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------------|---------------------|
| Martin, Barbara | Principal |
| Jordan, Reandra | Assistant Principal |
| Canales, Gabriel | Assistant Principal |
| Garcia, Sheilys | Assistant Principal |
| Martin, Susana | Instructional Coach |
| Eftekhari, Para | School Counselor |
| Pomponiohernandez, Amalia | Instructional Coach |

b. Duties

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

TIER 1 - Leadership Team

The function and responsibility of each team member as it relates to MTSS and the SIP includes: Administrators, Barbara Martin, Principal and ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrators the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Susan Martin, Lead Teacher
- Amalia Pomponio-Hernandez, Instructional Coach
- Paratsou Eftekhari , Counselors

In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure and implementation of building level MTSS.

TIER 2

Barbara Martin, Principal, ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals and members of the MTSS Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

TIER 3 - SST

Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

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

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

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

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Coral Way K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Barbara M. Martin | Principal |
| Mauricio Restrepo | Teacher |
| Angela Royal | Teacher |
| Josefina Novoa | Teacher |
| Elizabeth Montes | Parent |
| Erica Rule | Parent |
| Olga Castro | Education Support Employee |
| Marlene Figueroa | Teacher |
| Amy Hernandez | Teacher |
| Melissa Montes | Business/Community |
| Paratsou Eftekhari | Teacher |
| | 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

Representatives of each membership group of the Educational Excellence School Advisory Council (EESAC) met to review strategies for the 2017-2018 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

b. Development of this school improvement plan

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

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

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

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

The amount allocated was \$6,932.00. EESAC funds were used for:

\$1,400.00 - Scanner/Printers

\$3,500.00 - FSA Reading Coach Books

\$180.00 - Camera for Counselors (Student of the Month) Pictures

\$1,800.00 - 3 Color Printers

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|---------------------------|---------------------|
| Martin, Barbara | Principal |
| Jordan, Reandra | Assistant Principal |
| Canales, Gabriel | Assistant Principal |
| Garcia, Sheilys | Assistant Principal |
| Royal, Angela | Teacher, ESE |
| Martin, Susana | Teacher, K-12 |
| Pomponiohernandez, Amalia | Instructional Coach |
| Eftekhari, Para | School Counselor |
| Vasquez, Yakelin | School Counselor |
| Mitchell, Monica | School Counselor |

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

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

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

Attendance at education and general career fairs locally, in state, and nationally

Utilization of web-based recruiting as a low-cost, effective method to attract new recruits

Offers of hiring commitment (pre-contract binders) to education majors eligible to teacher critical shortage areas

Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
Principal will monitor all strategies.

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for Mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level or in the subject area as the new teacher.

Selection Criteria for Mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required Training to Become a Mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who Receives a Mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.

Help for Second and Third Year Teachers: • Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.

- A buddy teacher occupies a leadership role in the school such as a department chair, National Board Certified Teacher, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Providing instruction aligned with the Language Arts Florida Standards for their grade level.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.
- Monitoring progress at the class and grade level during Department Team Meetings.
- Conducting data chats with students.

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

Strategy: Before School Program

Minutes added to school year: 2,800

ELL Tutoring

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martin, Barbara, bmmartin@dadeschools.net

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

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

Strategy: Before School Program

Minutes added to school year: 2,000

Open Computer Lab

Strategy Rationale

Students are able to access digital programs such as iReady, Imagine Learning and Reflex Math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martin, Barbara, bmmartin@dadeschools.net

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

iReady Usage and Student Profile Report

Strategy: After School Program

Minutes added to school year: 3,000

Middle School Enrichment Program Florida International University Afterschool Allstars

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martin, Barbara, bmmartin@dadeschools.net

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

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

Strategy: After School Program

Minutes added to school year: 2,800

ELL Tutoring

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martin, Barbara, bmmartin@dadeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 3,000

International Studies Program

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martin, Susana, scmartin@dadeschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

At Coral Way K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/

Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are iReady, Florida Kindergarten Readiness (FLKRS) , and Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS). Screening data will be collected and aggregated prior to October 30, 2017. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved, then student performance 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 is improved, then student performance will increase. 1a

G097091

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Interventionists are not available to provide interventions to students.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Barbara Martin

Schedule

Monthly, from 9/18/2017 to 5/11/2018

Evidence of Completion

Lesson Plans/ District Assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved, then student performance will increase. 1

 G097091

G1.B1 Interventionists are not available to provide interventions to students. 2

 B261179

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

 S276529

Strategy Rationale

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

Action Step 1 5

Principal and Assistant Principals will participate in data chats with teachers to gain a greater understanding of the progress of students.

Person Responsible

Barbara Martin

Schedule

Every 6 Weeks, from 8/21/2017 to 5/11/2018

Evidence of Completion

Agendas/Sign In Sheets/Data Chat Calendar

Action Step 2 5

Teachers will meet with Instructional Coach and Administrators to conduct common planning.

Person Responsible

Barbara Martin

Schedule

Monthly, from 9/20/2017 to 5/11/2018

Evidence of Completion

Weekly lesson plans/Agenda/Sign In Sheets

Action Step 3 5

Conduct interest inventory to assess and implement meaningful professional development.

Person Responsible

Barbara Martin

Schedule

Quarterly, from 9/18/2017 to 5/11/2018

Evidence of Completion

Survey Results/Agendas

Action Step 4 5

Teachers will conduct data chats with students and parents to gain a greater understanding of student progress.

Person Responsible

Barbara Martin

Schedule

Every 6 Weeks, from 10/3/2016 to 5/11/2018

Evidence of Completion

Lesson Plans/Student Work

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

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

Person Responsible

Barbara Martin

Schedule

Weekly, from 9/18/2017 to 5/11/2018

Evidence of Completion

Lesson Plans, Walkthroughs

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

Leadership Team will meet weekly to monitor the progress of intervention implementation.

Person Responsible

Barbara Martin

Schedule

Weekly, from 9/25/2017 to 4/27/2018

Evidence of Completion

Intervention Schedule/Data from Wonder Works

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

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

Person Responsible

Barbara Martin

Schedule

Quarterly, from 9/18/2017 to 5/21/2018

Evidence of Completion

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

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------|-------------------------------|---|-------------------------|
| 2018 | | | | | |
| G1.B1.S1.MA3 M400776 | Leadership Team will meet weekly to monitor the progress of intervention implementation. | Martin, Barbara | 9/25/2017 | Intervention Schedule/Data from Wonder Works | 4/27/2018 weekly |
| G1.MA1 M400777 | Consistently monitor progress and analyze student data to meet the goal of providing students the... | Martin, Barbara | 9/18/2017 | Lesson Plans/ District Assessments | 5/11/2018 monthly |
| G1.B1.S1.MA1 M400775 | Administrators will conduct daily walk throughs in all content areas. Administrators will attend... | Martin, Barbara | 9/18/2017 | Lesson Plans, Walkthroughs | 5/11/2018 weekly |
| G1.B1.S1.A1 A372635 | Principal and Assistant Principals will participate in data chats with teachers to gain a greater... | Martin, Barbara | 8/21/2017 | Agendas/Sign In Sheets/Data Chat Calendar | 5/11/2018 every-6-weeks |
| G1.B1.S1.A2 A372636 | Teachers will meet with Instructional Coach and Administrators to conduct common planning. | Martin, Barbara | 9/20/2017 | Weekly lesson plans/Agenda/Sign In Sheets | 5/11/2018 monthly |
| G1.B1.S1.A3 A372637 | Conduct interest inventory to assess and implement meaningful professional development. | Martin, Barbara | 9/18/2017 | Survey Results/Agendas | 5/11/2018 quarterly |
| G1.B1.S1.A4 A372638 | Teachers will conduct data chats with students and parents to gain a greater understanding of... | Martin, Barbara | 10/3/2016 | Lesson Plans/Student Work | 5/11/2018 every-6-weeks |
| G1.B1.S1.MA1 M400774 | Leadership team will monitor topic assessments, as well as lesson plans in all content areas. | Martin, Barbara | 9/18/2017 | Results of District Interims/ Mid Year Assessments/Florida Standard Assessments and Student Work. | 5/21/2018 quarterly |

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 improved, then student performance will increase.

G1.B1 Interventionists are not available to provide interventions to students.

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

PD Opportunity 1

Teachers will meet with Instructional Coach and Administrators to conduct common planning.

Facilitator

Administrators

Participants

Teachers in grades K-8

Schedule

Monthly, from 9/20/2017 to 5/11/2018

PD Opportunity 2

Conduct interest inventory to assess and implement meaningful professional development.

Facilitator

Martin, Barbara (bmmartin@dadeschools.net)

Participants

Teachers in grades K-8

Schedule

Quarterly, from 9/18/2017 to 5/11/2018

PD Opportunity 3

Teachers will conduct data chats with students and parents to gain a greater understanding of student progress.

Facilitator

Martin, Barbara (bmmartin@dadeschools.net)

Participants

Teachers in grades K-8, Parents

Schedule

Every 6 Weeks, from 10/3/2016 to 5/11/2018

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 | Principal and Assistant Principals will participate in data chats with teachers to gain a greater understanding of the progress of students. | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will meet with Instructional Coach and Administrators to conduct common planning. | \$0.00 |
| 3 | G1.B1.S1.A3 | Conduct interest inventory to assess and implement meaningful professional development. | \$0.00 |
| 4 | G1.B1.S1.A4 | Teachers will conduct data chats with students and parents to gain a greater understanding of student progress. | \$0.00 |
| Total: | | | \$0.00 |