Miami Coral Park Senior High

2021-22 Schoolwide Improvement Plan

Table of Contents

Miami Coral Park Senior High

8865 SW 16TH ST, Miami, FL 33165

http://cphs.dadeschools.net/

Demographics

Principal: Scott Weiner A

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (51%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	79%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Weiner, Scott	Principal	Will oversee all aspects of the SIP and it's implementation as per this document.
Sell, Yvette	Assistant Principal	Will oversee all aspects of departmental implementations (as assigned by Principal) as per this document.
Garner, Zakia	Assistant Principal	Will oversee all aspects of departmental implementations (as assigned by Principal) as per this document.
Toca, Elizabeth	Reading Coach	Will ensure implementation of all literacy initiatives as outlined within this document.
Garcia, Annette	Behavior Specialist	Will ensure implementation of all instructional initiatives, impacting SWD students, as outlined within this document.
Gomis, Esmeralda	Teacher, ESE	Will ensure implementation of all instructional initiatives, impacting SWD students, as outlined within this document.
Mantecon, Janet	Science Coach	Will ensure implementation of all Science content initiatives as outlined within this document.

Demographic Information

Principal start date

Thursday 8/1/2019, Scott Weiner A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

32

Total number of teacher positions allocated to the school

115

Total number of students enrolled at the school

2,143

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	453	530	576	584	2143
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	127	153	128	477
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	109	148	107	380
Course failure in Math	0	0	0	0	0	0	0	0	0	17	93	132	79	321
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	73	90	125	167	455
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	82	105	135	162	484
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	219	0	0	0	219

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	155	190	186	608

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	3	2	17	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	5	3	13

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	568	609	585	576	2338
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	130	156	124	158	568
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	113	152	108	39	412
Course failure in Math	0	0	0	0	0	0	0	0	0	99	136	79	36	350
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	91	124	168	162	545
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	107	137	160	183	587

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	159	192	181	172	704

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	2	2	17	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	1	6	17

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	59%	56%	48%	59%	56%
ELA Learning Gains				47%	54%	51%	45%	56%	53%
ELA Lowest 25th Percentile				33%	48%	42%	33%	51%	44%
Math Achievement				38%	54%	51%	35%	51%	51%
Math Learning Gains				41%	52%	48%	37%	50%	48%
Math Lowest 25th Percentile				42%	51%	45%	41%	51%	45%
Science Achievement				53%	68%	68%	48%	65%	67%
Social Studies Achievement				56%	76%	73%	62%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	47%	55%	-8%	55%	-8%
Cohort Comparison						
10	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	68%	-17%	67%	-16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	71%	-16%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	63%	-24%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	54%	-19%	57%	-22%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Performance Matters
Power BI
SIP Dashboard

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	44.1	
	Economically Disadvantaged	0	41.4	
	Students With Disabilities	0	27.8	
	English Language Learners	0	8.1	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	50.2	
	Economically Disadvantaged	0	51.4	
	Students With Disabilities	0	33.3	
	English Language Learners	0	37.3	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	39.8	
	Economically Disadvantaged	0	48.4	
	Students With Disabilities	0	29.4	
	English Language Learners	0	14.8	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	49.5	
	Economically Disadvantaged	0	48.4	
	Students With Disabilities	0	23.5	
	English Language Learners	0	42.6	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	23.2	
	Economically Disadvantaged	0	22	
	Students With Disabilities	0	23.5	
	English Language Learners	0	25.0	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	67.1	
	Economically Disadvantaged	0	67.6	
	Students With Disabilities	0	52.5	
	English Language Learners	0	48.9	

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	25	20	20	19	20	70	59		84	42
ELL	22	27	22	18	22	22	66	38		89	70
HSP	46	36	23	25	21	25	72	58		92	69
WHT	55	40		36	27					100	58
FRL	45	35	24	24	20	26	72	56		91	68

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	29	24	25	33	41	40	35		91	75
ELL	24	41	34	33	41	41	43	40		84	92
HSP	47	47	33	38	40	42	53	56		88	85
WHT	70	55		30	36		55	70		88	87
FRL	45	46	34	37	40	41	50	55		88	86
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	36	23	20	37	40	29	39		80	67
ELL	21	38	34	33	41	42	34	44		62	82
HSP	48	45	33	35	38	41	48	62		80	83
WHT	54	40		45	31		67	82		82	89
FRL	46	45	32	34	38	42	47	61		79	83

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the results of the 2021 Spring FSA/EOC Data, the area with the most significant increase was Science, which demonstrated a growth of 19 percentage points from 2019 to 2021 (53% to 72%). However, contrary to this tremendous accomplishment, the emerging trend across both ELA and Mathematics was regression, specifically pertaining to the sub-category of student learning gains.
ELA overall learning gains and L25 learning gains declined 11 percentage points (47% in 2019, 36% in 2021) and 10 percentage points (33% in 2019, 23% in 2021) respectfully. Mathematics overall learning gains and L25 learning gains declined 20 percentage points (41% in 2019, 21% in 2021) and 16 percentage points (42% in 2019, 26% in 2021) respectfully.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the results of the 2021 Spring FSA/EOC Data, the area with the greatest need of improvement is mathematics. We experienced a significant decline in scores in mathematics overall achievement, mathematics learning gains, and mathematics L25- learning gains, with decline of 13 percentage points, 20 percentage points, and 16 percentage points, respectively.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement includes low student achievement as well as limited focus on unpacking the standards during collaborative planning to assist with the diverse needs of all students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was U.S. History. From 2018-2019, the U.S. History percent proficient dropped 6 percentage points from the previous year, however the 2020-2021 Winter MYA evidences a significant increase of proficiency of 11 percentage points based on progress monitoring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The instructors used best practices and resources supplied by the district to align instruction to the U.S. History benchmarks. Teachers participated in common planning sessions that afforded teacher collaboration.

What strategies will need to be implemented in order to accelerate learning?

Strategies implemented in order to aide in the acceleration of learning will be to maintain Guided Common Planning and continue the practice of Guided Walk-throughs by administration to informally gather evidence of standards based instruction for with the focus of positive student outcomes as well an opportunity to identify areas of support needed by teachers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities will include a focus on best practices for collaborative planning as well as unpacking the standards to assist with student success by the assurance of standard aligned instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability, additional services will include tutoring focused on math achievement for all 9th grade students participating in Algebra 1. An interventionist will also be secured to provide push-in remediation during class time to provide the additional Direct Instruction required to move students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Instructional Practice specifically relating to B.E.S.T. Standards. We selected the overarching area of B.E.S.T. Standards based on our findings that demonstrated Learning Gains for the L25/L35 subgroup were decreasing in both ELA and Mathematics (ELA Learning gains declined 11 percentage points from 47% in 2019 to 36% in 2021; ELA L25 Learning gains declined10 percentage points from 33% in 2019 to 23% in 2021; Mathematics Learning gains declined 20 percentage points from 41% in 2019 to 21% in 2021; Mathematics L25 Learning gains declined 16 percentage points from 42% in 2019 to 26% in 2021). With new standards being deployed across content areas, as well as the effects of a year's worth of learning loss, we feel that targeted instruction is critical to demonstrating academic gains by insuring lesson alignment.
Measurable Outcome:	If B.E.S.T. Standards are successfully implemented in targeted core subjects, we aim to see an increase with our L25 subgroup by a minimum of 4 percentage points as evidenced by the 2022 State Assessments across targeted subject areas.
Monitoring:	The leadership team will monitor teacher enrollment in B.E.S.T. Standards Professional Development courses as well as implementation of standards evidenced by collaborative planning agendas and collaborative lesson plans which will show standard aligned best practices, strategies and lessons. Administrators will observe outcome of practice with regular walk-throughs to assess standard aligned instruction is delivered in core subject areas.
Person responsible for monitoring outcome:	Scott Weiner (pr7271@dadeschools.net)
Evidence-based Strategy:	The leadership team will choose to implement standards-aligned instruction to implement our area of focus. Teachers will execute lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Core subject area teachers will evidence planned lessons and common board configuration to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.
Rationale for Evidence-based Strategy:	Standards Aligned Instruction was chosen to aide with the elimination the achievement gaps and students that might show regression due to last years pandemic lockdown. Should the practice be implemented with fidelity by all stakeholders, acceleration of students socio-emotional, mindfulness and academic prosperity will be demonstrated.

Action Steps to Implement

All tested subject area teachers will be provided with dates, times and locations of district sponsored B.E.S.T. Standard professional developments through out the school year including non-opt teacher planning days.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

Teachers in core subjects have been provided with in-house collaborative planning times and will be responsible for attending weekly common planning sessions facilitated by instructional coach, department head or administrator guiding the development of best practices, strategies and lessons integrating BEST standards that will engage students in rigorous academic learning.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

The Leadership Team will be tasked with monitoring that targeted core subject area teachers are provided with all materials necessary to implement with fidelity district proved pacing guides and district adopted textbook anthology when preparing collaboration showing socio-emotional, mindful and standard aligned lesson plans.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

The Administrative Team, equipped with knowledge of current B.E.ST. Standards, will observe core subject area classrooms. Look fors will include teacher/student engagement and the use of B.E.S.T. Standards while integrating with fidelity, district provided materials.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st-December 21st, 2021, teachers in core subjects will continue to be provided with in-house collaborative planning times and facilitated by instructional coach, department head or administrator guiding the development of best practices, strategies and lessons integrating BEST standards that will engage students in rigorous academic learning. The specific action with expected shift will be a greater alignment with instruction incorporating best practice and strategies developed during common planning sessions.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st-December 21st, 2021 the Leadership Team will continue to be tasked with monitoring that targeted core subject area teachers are provided with all materials necessary to implement with fidelity district provided pacing guides and district adopted textbook anthology when preparing collaboration showing socio-emotional, mindful and standard aligned lesson plans. The specific action with expected shift will be the use of district provided materials and strategies implemented with greater fidelity.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Instructional Practice specifically relating to Instructional Coaching. We selected the overarching area of Instructional Coaching based on our findings that evidenced in 2020-2021 and trend data results indicating a significant need in the areas of ELA Learning Gains which regressed from 47 % in 2019 to 36% in 2021 and regression with ELA L25 decreasing from 2019 (33%) to (23%) . This is also the case in Math with a regression in LG from 2019 (38%) to (21%) in 2021 and L25 regression from 2019 (41%) to 2021 (21%). We will provide the targeted planning necessary for the for all subgroups to access and align grade level content in order to make learning gains towards proficiency.
Measurable Outcome:	If Instructional Coaching is successfully implemented, the L25 subgroup will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The leadership team will conduct quarterly data chats, adjust groups based on current data in real time, and follow up with regular walk-throughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, specifically. We will increase teachers pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.
Person responsible for monitoring outcome:	Scott Weiner (pr7271@dadeschools.net)
Evidence-based Strategy:	The leadership team will choose to implement Standards-Based Collaborative Planning to implement our area of focus. The administrative team will identify a period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy:	Standards Based Collaborative Planning was chosen because of its relevant, rigorous, and innovative academic targets. If properly implemented it will eliminate the achievement gap while accelerating all students to their full academic potential.

Action Steps to Implement

Instructional Coaches/Department Chairpersons will review data analysis of previous years, and 2021 Spring data to identify deficient standards. Coaches will use these findings to develop departmental goals. Based on the data review, our school will implement the Instructional Practice specifically relating to Instructional Coaching. We selected the overarching area of Instructional Coaching based on our findings that evidenced in 2020-2021 and trend data results indicating a significant need in the areas of ELA Learning Gains which regressed from 47 % in 2019 to 36% in 2021 and regression with ELA L25 decreasing from 2019 (33%) to (23%) . This is also the case in Math with a regression in LG from 2019 (38%) to (21%) in 2021 and L25 regression from 2019 (41%) to 2021 (21%). We will provide the targeted

planning necessary for the for all subgroups to access and align grade level content in order to make learning gains towards proficiency.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

Instructional Coaches/Department Chairpersons will present their findings to their departments and through collaborative planning, develop a way to remedy the deficient standards using district proven strategies, interventions, and resources.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

Instructional Coaches/Department Chairpersons along with administrative team, will monitor the implementation of these strategies via common planning meetings and classroom visitations.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

Instructional Coaches/Department Chairpersons will ensure that district or in-house created assessments are given to all students within the testing window. Results will be used to analyze growth points/ deficiency to determine differentiation of instruction to remediate or reinforce district strategies.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st-December 21st, 2021, Instructional Coach/Department Chairpersons will continue to review data analysis of previous years, and 2021 Spring data including topic/unit assessment data to identify deficient standards. Coaches will use these findings to reflect and revised departmental goals. Based on the data review, our school will continue to implement the Instructional Practice specifically relating to Instructional Coaching. We will continue to provide the targeted planning necessary for all subgroups to access and align grade level content in order to make learning gains towards proficiency. The specific action with expected shift will be the use of district provided assessments

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st-December 21st, 2021, Instructional Coaches/Department Chairpersons will continue to ensure that district or in-house created assessments are given to all students within the testing window. Results will continue to be used to analyze growth points/deficiency, through departmental data chats to determine differentiation of instruction to remediate or reinforce district strategies.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey, the SIP survey and review of the Core Leadership Competencies; the leadership team has chosen Specific Teacher Feedback as our area of leadership focus. Teachers in the building didn't feel that they were receiving enough constructive feedback in order to make improvements to their classroom instruction.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the feedback they need to successfully revise their classroom instruction always ensuring student success. The percentage of teacher satisfaction after evaluations will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Scott Weiner (pr7271@dadeschools.net)
Evidence-based Strategy:	Consistent, developmental feedback involves providing a clear expectation and progress towards a goal with a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy:	The Leadership Team has chosen consistent developmental feedback because it will assist teachers in developing targeted lessons that in turn will help us close the achievement gap and increase proficiency scores.

Action Steps to Implement

The Administrative Team will develop a schedule to conduct informal instructional rounds to ensure that classroom observations are implemented consistently and that instruction is engaging and data-driven.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

Administrators will develop (revise) a Walk- Through tool for informal instructional rounds. This tool will be utilized to identify and collect observational data, as well as determine the area(s) of improvement and the appropriate follow-up/support required to improve instructional practices.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

The Administrative Team will utilize real-time data collected from the Walk-Throughs to provide teachers with timely and specific observational feedback from informal instructional rounds. This will assist instructional staff in making adjustments to the implementation of instructional strategies.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

The Administrative Team will work collaboratively with the teacher and the appropriate Leadership Team member (Instructional Coach/Department Chair) to develop an appropriate plan of support to address the identified area(s) of improvement based upon observational data acquired during informal walk-throughs.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

During November 1- December 21st, 2021, the Administrative Team will continue to utilize real-time data collected from the Walk-Throughs to provide teachers with timely and specific observational feedback from informal instructional rounds. This will assist instructional staff in making adjustments and necessary shifts to the implementation of instructional strategies.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

During November 1- December 21st, 2021, the Administrative Team will continue to work collaboratively with the teachers and the appropriate Leadership Team member (Instructional Coach/Department Chair) to develop appropriate plans of support to address the identified area(s) in need of improvement, resulting in a shift based in observational data acquired during informal walk-throughs.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

#4. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Early Warning Systems: research-based indicators to identify students at risk of failing to meet educational milestones such as attendance, discipline, meeting grade level expectations on statewide assessments, student promotion and on-time graduation.
Measurable Outcome:	Based on the data review, our school will implement the targeted element of Early Warning Systems. Through our data review, we noticed that students who struggle with education milestones, such as attendance, discipline, meeting grade level on statewide assessments and student promotion are at risk for not meeting on-time graduation requirements and are at risk of dropping out. The Leadership Team along with counselors, will identify these students and develop a tracking system to support the student and family.
Monitoring:	The Leadership Team and counselors will monitor tracking initiative assisting in decreasing the number of student absences, discipline incidents and learning loss. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The Leadership Team and counselors will work to connect with families of students struggling to meet the educational milestones ensuring the plan of action is implemented and monitored with fidelity on a weekly basis. This weekly monitoring will allow students and parents to be given support needed for students to close the gap of loss of educational milestones.
Rationale for Evidence-based Strategy:	The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the Learning Team on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Action Steps to Implement

Staff will be provided daily attendance reports to facilitate the monitoring of student absences to ensure the accurate capture of attendance and helping to identify students with excessive absences.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

Staff will monitor student class attendance to determine the accuracy of attendance reports and provide timely feedback to the attendance clerk to ensure the timely correction of daily student attendance.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

Staff will use the Early Warning Systems report. The respective grade level administrator will conduct parent conferences to explain prior attendance concerns at which time students will be required to enter into an attendance contract.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

Attendance reports will be monitored quarterly to help develop attendance incentives for those students who meet criteria.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st- December 21st, 2021, staff will continue to be provided daily attendance reports to facilitate the monitoring of student absences and tardies to ensure the accurate capture of attendance and helping to identify students with excessive absences. The shift in expected behavior as a result of the implementation of targeted and progressive monitoring system, is designed to curtail excessive absences and tardies.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

During November 1st- December 21, 2021, staff will continue use the Early Warning Systems report. The respective grade level administrator will conduct parent conferences to explain prior attendance concerns at which time students will be required to enter into an attendance contract. The shift in expected behavior as a result of actions implemented by the truancy committee.

Person Responsible Scott Weiner (pr7271@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based upon the discipline data reflected in SafeSchoolsforAlex.org, the Leadership Team was able to determine that there were great disparities in the reporting procedures implemented in comparison to the actual everyday operations, resulting in a poor public perception of the school. The Primary reason for the this, was attributed to the lack of training for school personnel to determine the level of student infractions and appropriate disciplinary response; The secondary reason for the data disparity, was the unclear communication as it relates to teacher managed student behaviors/infractions and administrative managed behavior/ infractions. To this end the Leadership Team has developed a tiered disciplinary system, which clearly delineates the various levels of student infractions, provides a full process for level I/II infractions that should be addressed by the teacher (with accompanying documentation) and the process once the student behaviors have progressed beyond level I/II offenses to an administrator managed behavior. This disciplinary plans outlines disciplinary measures, corrective strategies, positive behavior initiatives, and staff training. The school culture and environment will be closely monitored by the Administrative Team and Teacher Leaders through the use of the Disciplinary Plan and tracking system, resulting in the decrease of SCAMs, and improving the overall culture of Miami Coral Park.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Miami Coral Park Senior High School, we implement the practices of Growth Mindset and Shared Vision, focused on, the overall improvement in school culture through the fostering of higher expectations and increased cognitive student engagement and staff morale. These practices have strengthened relationships with the staff, students, parents, and the neighboring community , allowing all stakeholders to consistently engage within the academic and socio-emotional growth of our student population. Staff members are provided opportunities to participate in team-building activities, to boost commarady amongst staff. Additionally, the Administrative Team consistently acknowledges the many success of staff and provide staff appreciation/incentives in an effort to heighten staff morale.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Miami Coral Park Senior High School, the stakeholders involved in maintaining a positive school culture and environment, include the Administrative Team (Principal and Assistant Principals), Teacher Leaders (Instructional Coach and Department Chairpersons), and Counselors. The Administrative Team's role is to oversee and monitor the implementation of the schoolwide initiatives and ensuring the timely communication and sharing of information with all stakeholders. The Teacher Leaders and Counselors, ensure the departmental communication of initiative implementation responsibilities. All stakeholders hold a level of responsibility for making very specific efforts to connect, build, and maintain relationships with students, parents, families, and he neighboring community.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
		Total:	$0.00