

Miami-Dade County Public Schools

Coral Park Elementary School



2021-22 Schoolwide Improvement Plan

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Coral Park Elementary School

1225 SW 97TH AVE, Miami, FL 33174

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

Demographics

Principal: Marlene Vidal L

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	83%
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 Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (78%) 2016-17: A (73%)
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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Coral Park Elementary School

1225 SW 97TH AVE, Miami, FL 33174

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

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)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Fuentes, Mayte	SAC Member	UTD/EESAC Chairperson: The responsibilities include participating and planning with the The Educational Excellence School Advisory Council (EESAC). The EESAC is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.
Bellon, Christina	Assistant Principal	Assistant Principal: Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.
Fayson, Ja'shon	Assistant Principal	Assistant Principal: Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects
Baltodano, Dania	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Rodriguez, Yenier	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with

Name	Position Title	Job Duties and Responsibilities
		assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Campbell, Jennifer	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student’s work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Casanova, Maria	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student’s work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Masferrer, Marilyn	Teacher, PreK	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student’s work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Yedo, Rachel	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student’s work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Delvalle, Annette	Teacher, K-12	Teacher: The responsibilities of the teachers include, reviewing and implementing instructional curriculum; offer feedback and create a plan to improve instruction and student achievement. Teachers also co-plan lessons with teachers; analyze student’s work; interpret assessment data for the purpose of using results for instructional decision making. They will also conduct individual and group discussions with students and assist with

Name	Position Title	Job Duties and Responsibilities
		assessing students in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Leyte-Vidal , Marlene	Principal	School Principal: Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/ Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.

Demographic Information

Principal start date

Monday 7/19/2021, Marlene Vidal L

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.*

33

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.*

30

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

184

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

9

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

6

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	118	140	144	148	145	138	0	0	0	0	0	0	0	833
Attendance below 90 percent	8	14	16	9	3	12	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	3	3	2	0	0	0	0	0	0	0	13
Course failure in Math	0	2	1	1	0	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	6	25	37	49	24	26	0	0	0	0	0	0	0	167

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	2	5	1	3	1	6	0	0	0	0	0	0	0	18

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	5	8	1	3	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

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	149	151	157	159	146	140	0	0	0	0	0	0	0	902
Attendance below 90 percent	15	19	8	4	12	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	6	2	0	0	0	0	0	0	0	0	13
Course failure in Math	0	2	1	1	3	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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	3	5	1	4	6	3	0	0	0	0	0	0	0	22

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	5	8	1	3	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	6	8	1	3	0	0	0	0	0	0	0	0	0	18

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				83%	62%	57%	86%	62%	56%
ELA Learning Gains				69%	62%	58%	73%	62%	55%
ELA Lowest 25th Percentile				71%	58%	53%	62%	59%	48%
Math Achievement				86%	69%	63%	90%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				77%	66%	62%	77%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	77%	55%	47%
Science Achievement				71%	55%	53%	79%	58%	55%

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
03	2021					
	2019	76%	60%	16%	58%	18%
Cohort Comparison						
04	2021					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-76%				
05	2021					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	67%	21%	62%	26%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-88%				
05	2021					
	2019	89%	65%	24%	60%	29%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by the grade level to compile the data below was Power Bi and iReady AP1,AP2,AP3. and Science Mid-Year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.0%	61.9%	70.5%
	Economically Disadvantaged	41.2%	59.8%	69.6%
	Students With Disabilities	34.8	43.5	47.8
	English Language Learners	27.3%	36.4%	45.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.1%	45.3%	65.5%
	Economically Disadvantaged	36.3%	45.1%	64.7%
	Students With Disabilities	17.4%	17.4%	39.1%
	English Language Learners	45.5%	18.2%	45.5%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.4%	56.2%	66.9%
	Economically Disadvantaged	37.3%	52.5%	65.8%
	Students With Disabilities	21.7%	21.7%	30.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.3%	50.0%	71.7%
	Economically Disadvantaged	24.6%	47.5%	71.8%
	Students With Disabilities	17.4%	30.4%	45.5%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.2%	74.8%	80%
	Economically Disadvantaged	61.4%	68.4%	75.4%
	Students With Disabilities	27.8%	44.4%	52.8%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.1%	57.6%	70.2%
	Economically Disadvantaged	33.3%	51.8%	65.8%
	Students With Disabilities	27.8%	36.1%	41.7%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.2%	56.5%	56.5%
	Economically Disadvantaged	41.5%	52.8%	54.7%
	Students With Disabilities	3.8%	11.1%	29.2%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.4%	51.5%	61.6%
	Economically Disadvantaged	34.0%	42.5%	59.4%
	Students With Disabilities	7.1%	4.0%	16.7%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.5%	63.6%	68.2%
	Economically Disadvantaged	45.8%	61.5%	66.7%
	Students With Disabilities	15.0%	14.3%	47.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.2%	61.4%	77.3%
	Economically Disadvantaged	44.8%	58.3%	76.0%
	Students With Disabilities	19.1%	38.1%	47.4%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	37.2%	0
	Economically Disadvantaged	0	35.5%	0
	Students With Disabilities	0	11.1%	0
	English Language Learners	0	0	0

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	35	42	40	37	52	36	48				
ELL	69	62	38	62	45	37	60				
HSP	72	64	39	66	50	41	65				
FRL	70	58	38	64	50	39	64				
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	52	57	57	60	56	52	36				
ELL	81	70	73	84	77	66	62				
HSP	82	69	72	86	77	64	72				
FRL	81	70	72	84	75	66	64				

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	55	51	44	64	63	50	50				
ELL	80	70	58	84	71	71	57				
HSP	86	73	63	90	78	79	79				
WHT	88	69		88	62						
FRL	84	72	61	89	78	77	77				

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	55
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	42
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	52
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	55
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
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?

The FSA scores are indicating a pronounced learning loss in Mathematics. As predicted, there is also a decline in ELA scores. The ESE sub group is indicating the most loss in core subjects and it is evident across grade level using FSA and APW3 data.

The percentage of students in 2021 that scored a proficiency score of 3-5 on the MATH FSA was 66% as compared to 85% in 2019. The data indicates a difference of 8 percent.

The percentage of students in 2021 that scored a proficiency score of 3-5 on the ELA FSA was 71% as compared to 79% in 2019. The data indicates a difference of 19 percent.

In third grade, ESE ELA scored with 61.3% proficiency compared to 83.4% of all students (difference of 23.1 percent). The ESE Math data which indicates students with a 48.4% proficiency compared to 72.6% (difference of 24.2 percent).

In fourth grade, ESE ELA scored with 29.2% proficiency compared to 58.6% of all students (difference of 29.4 percent). The ESE Math data which indicates students with a 16.8% proficiency compared to 63.9% (difference of 47.1 percent).

In fifth grade, ESE ELA scored with 47.4% proficiency compared to 69.8% of all students (difference of 22.4 percent). The ESE Math data which indicates students with a 47.4% proficiency compared to 79.1% (difference of 31.7 percent).

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

According to the progress monitoring and FSA state assessments, there is a need to improve science scores.

The 2021 FSA scores indicated that 66% of the students were proficient in Science as compared to 69% in 2019. The data indicates a difference of 3 percent.

Using the Power Bi progress monitoring tab, the greatest need for improvement of the ESE and ED subgroups is in Science.

This is evident in fifth grade with the APW2 ESE students who scored 11.0% proficiency compared to 37.0% proficiency of all students. (a difference of 26 percent)

This is also evident in fifth grade with the APW2 ED students who scored 35.0% proficiency compared to 37.0% proficiency of all students. (a difference of 2 percent)

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

For the last 3 years, we have been focusing on implementing a school wide truancy plan. We have struggled with the consistency of attendance as compared to the district. For example, students who reported 6-10 days absent was 21.9% at the school compared to 18.7% at the district. The contributing factors that needs to be address is the student attendance rates to enhance FSA scores

and increase achievement. As a result, the truancy team will be meeting weekly to monitor attendance and follow the attendance plan.

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

According to the progress monitoring and 2019 Science FSA, the most improvement was in Science. The students scored a 64.8% mastery compared to 37% from the mid year data. The 2021 FSA scores indicated that 66% of the students were proficient in Science as compared to 69% in 2019. The data indicates a difference of 3 percent.

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

The contributing factors that assisted in the improvement of the science scores was the emphasis on STEAM school wide. Each grade level was represented and Power Bi and topic assessment data was analyzed quarterly to ensure learning gains in the Science FSA.

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

In order to accelerate learning, we will continue to provide a rigorous curriculum to include project based learning and extended learning opportunities.

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 PLST will continue promoting the district's professional development opportunities and ensure that teachers have access to the new B.E.S.T. standards professional development. The math team will be attending the new pacing guide professional developments for this school year.

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

In addition, teachers will be working with the leadership team in the new "think tank". This is a space that teachers will use to analyze data weekly and to create a plan of remediation as need. Also, we will be using the afterschool care program to ensure that a teacher is available to assist with home learning and review practice in grades 3-5 core subjects.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to School Safety

Area of

Focus

Based on the data reviewed, we selected school safety as a critical area of focus as students are learning in person and are returning to brick and mortar. Teachers and parents are adjusting to new safety protocols this school year.

Description and Rationale:

Measurable Outcome:

If we successfully implement this area of focus, then we will continue to develop and support a safe learning environment as evidenced by a 1 percentage point decrease in student incidents.

Monitoring:

The leadership team will monitor this area of focus by meeting with the safety team monthly and reviewing protocols. Protocols include, lock down procedures, retreating to hard corners, arrival/dismissal procedures, and following appropriate protocols in case of an emergency. During monthly faculty meetings, safety procedures and protocols are reviewed and addressed as evidenced by the school messenger reports.

Person responsible for monitoring outcome:

Ja'shon Fayson (fayson@dadeschools.net)

Evidence-based Strategy:

The strategy being implemented is ongoing communication with all stakeholders and providing parent meetings to ensure all safety protocols and procedures are understood. Communicating with stakeholders including providing parent meetings to establish well-designed communication protocols which keeps students, parents, stakeholders, and the community abreast of safety and security protocols happening at the school. This includes but is not limited to, recurring meetings, up-to-date website, e-mails, phone calls, marquis, and other printed materials.

Rationale for Evidence-based Strategy:

To improve effectiveness and maintain a safe learning environment at Coral Park Elementary, we will continue to work on safety and security. The school leadership teams ensures that students, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating feelings of distrust, and uncertainty.

Action Steps to Implement

From 8/30/21-10/11/21, the safety team will conduct monthly meetings to ensure that procedures and protocols are being met. During these meetings the safety team will create guidelines to ensure the school identifies, evaluates, and addresses threats or potential threats to the school.

Person Responsible

Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, the safety team will conduct on going district mandated emergency drills. By implementing monthly drills mandated by the district staff members will have an opportunity to practice lock down procedures, retreating to hard corners, and following appropriate protocols in case of an emergency. This will be evidenced by implementation of monthly drills and debriefing meetings.

Person Responsible

Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, during monthly faculty meetings, safety procedures and protocols will be reviewed and addressed. The safety team will ensure teachers are provided with the tools and resources necessary to maintain a safe and hazard free physical surrounding.

Person Responsible

Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, the school will provide parents on-going communication regarding all safety protocols and procedures. The school will ensure that the students and parents understand safety protocols established to support their physical safety.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, the school will continue to discuss the results of the lockdown/fire drill procedures during the faculty meeting. Substitutes will be included and briefed on emergency protocols by a member of the threat assessment team to ensure that they are aware of the schools safety procedures.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, the school has created a safety plan for students that need extra supervision during arrival. The threat assessment team will continue to ensure that teachers, students, and parents feel safe from bell to bell.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 1/31/22-4/29/22, the school will continue to implement the school safety plan with fidelity. The lockdown/fire drills will be conducted at different times to ensure the plan is accurately being implemented.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 1/31/22-4/29/22, the will continue to have the Safety Team including the SRO of the day to debrief the findings of the district drills monthly.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Based on the FSA data reviewed, we selected standard-aligned instruction as a critical area of focus due to learning loss trends. Based on the data, the ELA FSA scores indicate that 71% of the students were proficient. Reviewing the MATH FSA scores, the data indicates that 66% of the students were proficient. Using the FSA Science scores, the data indicates that 66% of the students are proficient. This data suggests that we need to continue to focus on standards-aligned instruction in the classroom. At Coral Park Elementary our goal is to focus on grading that is aligned to state standards and combined with updated instructional practices to engage students and foster a positive environment that helps increase achievement.

Measurable Outcome:

If we successfully implement standard-aligned grading in all core subjects, then we will continue to maintain a stimulating, challenging, and rigorous curriculum rich in explicit instruction while providing timely specific feedback to all stakeholders. Data from Topic Assessments and i-Ready will be increased by a minimum of 3 percentage points in Reading, Mathematics and Science.

Monitoring:

This area of focus will be monitored by the leadership team, teachers, and coaches using Power Bi, Topic Assessments, and i-Ready data. By assisting teachers in the planning process of analyzing data and identifying DI groups, the instructional coach, and teachers will implement the necessary DI practices that target student learning needs and student opportunities.

Person responsible for monitoring outcome:

Christina Bellon (bellon@dadeschools.net)

Evidence-based Strategy:

Promoting conversations in standard-aligned instruction, teachers will focus on grading that is aligned to state standards and promote a growth mindset while enhancing student achievement. Promoting a growth mindset includes displaying visible reminders, facilitation of lessons and activities, engaging learners, and modeling standard-aligned instructional focuses.

Rationale for Evidence-based Strategy:

At Coral Park Elementary, our goal is to focus on grading that is aligned to state standards and combined with updated instructional practices to better engage students and foster a positive learning environment that helps increase achievement.

Action Steps to Implement

From 8/30/21-10/11/21, teachers will use data derived from Performance Matters, i-Ready, and FLKRS to address student achievement needs, particularly those that are scoring on yellow and red. Lesson plans will reflect data-driven instruction as well as DI grouping. On-going progress monitoring of data reports will be utilized to drive instruction.

Person Responsible

Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, pacing guides will continue to be used as the focal point to drive instruction in the classroom. During administrative walk-throughs and teacher observations, lesson plans will be monitored to reflect adequate pacing of the curriculum.

Person Responsible

Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, student work folders will continue to reflect evidence of the B.E.S.T. and/or Florida Standards. Teachers will keep student work folders with relevant samples that are reflective of the B.E.S.T. and/or Florida Standards with appropriate grading following the student progression plan.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 8/30/21-10/11/21, student assessments will continue to demonstrate adequate progress of the B.E.S.T. and/or Florida Standards. On-going progress monitoring using formal and informal assessments will reflect exposure to the Florida Standards.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, teacher will finalize instructional learning groups in the classroom. There is a need to ensure teachers are using higher order thinking questions enforcing standard-aligned instruction, while students have materials open and are actively engaged in learning.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, standard aligned student work should be visible in the classroom. Student journals should reflect informal assessments that support standard- aligned instruction and teacher feedback.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, administrators will continue to do walk throughs to ensure that lesson plans are reflecting rigorous, standard aligned lessons. The administration team will gather all the information and monitor the class room grades align to the newly acquired teaching strategies.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 11/1/21-12/21/21, teachers will continue to attend PD growth opportunities in order to expose them to innovative programs, curriculum, and best practices that include Standard-Based grading and data aligned assessments.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 1/31/22-4/29/22, administrators will continue to do walk throughs to ensure that lesson plans are reflecting rigorous, standard aligned lessons. The administration team will gather all the information and monitor the class room grades align to the newly acquired teaching strategies.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

From 1/31/22-4/29/22, teachers will continue to attend PD growth opportunities in order to expose them to innovative programs, curriculum, and best practices that include Standard-Based grading and data aligned assessments.

Person Responsible Ja'shon Fayson (fayson@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the FSA data reviewed, we selected collaborative planning as an area of focus. The teachers will work together to improve student scores in grades 3-5. Using the ELA FSA data, third grade scored a proficiency level of 73%, in fourth grade 68%, and in fifth grade 72%. Using the MATH FSA data, third grade scored a proficiency level of 67%, in fourth grade 58%, and in fifth grade 69%. As a result, at Coral Park Elementary our goal is to have collaborative conversations vertically with others about grade levels expectations to mediate learning loss.

Measurable Outcome: If we successfully implement this area of focus, then the bottom 35% will increase 3 percentage points in both Reading and Math. Collaborative planning opportunities will be given to teachers to collaborate, conduct data chats, and identify trends in order to close achievement gaps in student learning. This is measured by agendas and grade level reflection notes. All teachers will attain this goal by participating in grade level meetings two times a week.

Monitoring: By assisting teachers in the collaborative planning process, teachers and coaches will continue to analyze data and identify DI groups. The instructional coach and teachers will implement the necessary DI practices that target student learning needs.

Person responsible for monitoring outcome: Christina Bellon (bellon@dadeschools.net)

Evidence-based Strategy: As a result of common planning, teachers will develop lesson plans according to pacing guides while addressing barriers based on data. Using collaborative spaces creates a collaborative atmosphere in the school and conducive spaces for students to engage on projects and/or group work. Effective collaborative spaces and conversations can promote group work physically and virtually.

Rationale for Evidence-based Strategy: The use of common planning contributes to student learning gains. Morning tutoring and Saturday Academy will address the learning loss of the bottom 35%, ELL, and ESE students in order to increase their achievement levels as evidenced in school wide data.

Action Steps to Implement

From 8/30/21-10/11/21, the school will remain bound together by a common drive, student achievement. As a result, teachers will continue to be provided with opportunities to share best practices.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, collaborative planning will drive instruction and formative and informative assessments will continue to be used in the classroom. Teachers will continue to derive data from Performance Matters, i-Ready, and FLKRS to address student achievement needs, particularly those that are scoring on yellow and red.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, teachers will continue to utilize common planning meetings as a platform to collaborate, reflect, and address school barriers. During common planning, teachers will discuss assessment data in order to plan for upcoming lessons.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, the instructional coach will continue to assist teachers during common planning times with analyzing data, creating DI groups, implementing RTI, and gathering resources for planning sessions. The coach will provide strategies and support, including meeting with each grade level individually.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 11/1/21-12/21/21, special area teachers will be included in the planning process. This collaborative conversation ensures that best practices are shared and bound together by a common drive, student achievement and mediating learning loss.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 11/1/21-12/21/21, teachers will use the materials sent by the district in conjunction with the pacing guide to drive instruction. These materials include, leveled readers, Reading Horizons Elevate, and Reading Horizons Discovery. These materials will be reflective in lesson plans and during planning collaborative planning conversations.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 1/31/22-4/29/22, lesson plans and PD logs will reflect newly acquired skills and instructional support strategies. Teachers will share reflections or best practices at the faculty meetings monthly. This will ensure that teachers feel supported and valued.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 1/31/22-4/29/22, teachers will continue to execute standard based lessons with fidelity. An inhouse testing calendar will allow for teachers to stay on track with the Pacing Guide and the individual needs of the classroom.

Person Responsible Christina Bellon (bellon@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the data reviewed, our school will Empower Teachers. We selected the overarching area of Empowering Teachers due to the number of new staff members at our school.

Measurable Outcome: If we successfully implement the targeted element of Empowering Teachers, then involvement of new new staff members in schoolwide initiatives will increase by 8 percentage points.

Monitoring: The grade level leadership team will provide opportunities to share best practices with new staff members as well as review schoolwide goals. Meeting agendas will provide clarity, address any lingering questions, or redesign any plan needed to be implemented schoolwide. This is measured by meeting agenda notes that will be kept by the assistant principal monthly.

Person responsible for monitoring outcome: Christina Bellon (bellon@dadeschools.net)

Evidence-based Strategy: To empower teachers and staff is important. The Leadership Team's visibility and accessibility influences everything that happens in their school. Their omnipresence sets a tone for a school and gives it personality, creates a sense of belonging, and increased valuing of the school.

Rationale for Evidence-based Strategy: Highly effective teacher leaders and staff develop a culturally responsible and high-performing workforce.

Action Steps to Implement

From 8/30/21-10/11/21, the school Leadership Team will promote the physical, emotional, and mental health of students and employees. Monthly meeting agendas will be used to guide collaborative conversations within the school.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, norms, values, and expectations that support social and emotional growth will be created and implemented at faculty/staff meetings. These norms and values will be reflected on all agendas and grade level meeting notes.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, the administration will continue to attend planning meetings, conferencing meetings, and conduct weekly walk-throughs to ensure their accessibility to school staff.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 8/30/21-10/11/21, during grade level meetings, teachers will be recognized for good attendance, student learning gains, and Spot Success. As a result, school morale will continue to increase.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 11/1/21-12/21/21, The CPE Counselors Corner empowers the staff and updates will be added to the faculty meeting agenda to discuss and explain the monthly expectations for social and emotional learning school wide.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 11/1/21-12/21/21, while students are being recognized for achievements in the classroom, there is a need to include teacher recognition. As a result, "Teacher Recognition Tuesday" will increase school moral and foster a positive school environment by highlighting a teacher on our social media platforms.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 1/31/22-4/29/22, teachers will be reading the weekly Wildcat Weekly Bulletin to ensure that they continue to be involved in anything and everything school related on a weekly bases.

Person Responsible Christina Bellon (bellon@dadeschools.net)

From 1/31/22-4/29/22, staff and parents will read the Green Communicator to ensure they continue to be informed of school activities, policies, news, schedule changes, updates, events, performances, student awards, and community happenings.

Person Responsible Christina Bellon (bellon@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Using the school safety dashboard, Coral Park Elementary has reported 0.2 incidents per 100 students when compared to all elementary schools state wide and falls into the LOW category. The school culture and environment will be monitored using the school safety and discipline plan.

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.

The school builds a positive school culture and environment by including the voice of all stakeholders. We build a positive connection and foster verbal and nonverbal communication. This allows the school to actively explore and learn by providing comfort, reassurance, and encouragement.

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

There are many stakeholders that promote a positive culture and environment at Coral Park Elementary School. All stakeholders including the administrative team, teachers, students, staff, parents, and the community, plays an important role in promoting school culture. Everyone can plan, share, and execute incentives through EESAC monthly meetings.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1382	319-Technology-Related Professional and Technical Services	1001 - Coral Park Elementary School	General Fund		\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
					Total:	\$0.00