Coral Way K 8 Center

leadership

analysis

Florida

college and career

students

mission

family and community involvement

school improvement

striving

teaching

achievement

ambitious

relationships

success

areas of focus

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

resources

growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

http://coralwayelementary.dadeschools.net/

Demographics

Principal: Barbara Martin

Start Date for this Principal: 7/7/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 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	2021-22: A (68%) 2018-19: A (68%) 2017-18: A (69%)
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	ATSI
* 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.](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.

Table of Contents

Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

http://coralwayelementary.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide our students with opportunities to develop a better sense of the world (past, present, future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural and interactive learning environment, focusing on improving student achievement.

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Martin, Barbara	Principal	-Instructional Leader -Engage Stakeholders -Support Curriculum -Oversee operation of school -Monitor student achievement -Maintain safe learning environment
Garcia, Sheilys	Assistant Principal	-Oversee instructional program -LEA SPED coordinator -Oversee SPED program -Oversee ELL Program -Elementary Curriculum -Intervention -Schedules
Martin, Susana	Other	-Curriculum Support for Bilingual Program -International Studies Program Coordinator -PLST Member -Webmaster/Social Media -Alternate School Assessment Coordinator
Pomponiohernandez, Amalia	Instructional Media	-Media Specialist -Curriculum support using print and digital resources -Coaching, modeling and sharing best practices -Ordering supplemental resources -School Assessment Coordinator

Demographic Information

Principal start date
Thursday 7/7/2016, Barbara Martin

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
0

Total number of teacher positions allocated to the school
66

Total number of students enrolled at the school
1,070

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	111	112	109	136	118	124	120	123	90	0	0	0	0	1043
Attendance below 90 percent	0	15	5	13	4	5	7	12	4	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	1	6	10	5	3	3	1	0	0	0	0	0	29
Course failure in Math	0	2	7	8	1	5	5	3	2	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	17	23	14	36	17	0	0	0	0	118
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	25	32	57	25	0	0	0	0	154
Number of students with a substantial reading deficiency	0	2	21	35	23	25	23	51	29	0	0	0	0	209

Using the table above, complete the table below with the number of students by current grade level who have 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	2	8	14	8	24	13	41	13	0	0	0	0	123

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	10	12	1	1	2	2	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	1	1	3	4	0	0	0	0	10

Date this data was collected or last updated
Tuesday 8/23/2022

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	97	109	121	121	115	124	130	98	91	0	0	0	0	1006
Attendance below 90 percent	4	14	10	9	8	8	31	19	11	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	4	6	4	19	10	4	0	0	0	0	53
Course failure in Math	0	3	0	0	6	6	21	11	19	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	23	8	10	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	9	16	13	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	3	4	7	8	35	14	14	0	0	0	0	89

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	1	4	2	5	5	3	14	11	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	0	5	8	0	0	0	0	0	14

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	97	109	121	121	115	124	130	98	91	0	0	0	0	1006
Attendance below 90 percent	4	14	10	9	8	8	31	19	11	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	4	6	4	19	10	4	0	0	0	0	53
Course failure in Math	0	3	0	0	6	6	21	11	19	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	23	8	10	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	9	16	13	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	3	4	7	8	35	14	14	0	0	0	0	89

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	1	4	2	5	5	3	14	11	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	0	5	8	0	0	0	0	0	14

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	62%	55%				68%	63%	61%
ELA Learning Gains	73%						66%	61%	59%
ELA Lowest 25th Percentile	62%						61%	57%	54%
Math Achievement	61%	51%	42%				72%	67%	62%
Math Learning Gains	70%						66%	63%	59%
Math Lowest 25th Percentile	63%						47%	56%	52%
Science Achievement	64%	60%	54%				58%	56%	56%
Social Studies Achievement	74%	68%	59%				90%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	60%	5%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-65%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	60%	60%	0%	56%	4%
Cohort Comparison		-69%				
06	2022					
	2019	60%	58%	2%	54%	6%
Cohort Comparison		-60%				
07	2022					
	2019	67%	56%	11%	52%	15%
Cohort Comparison		-60%				
08	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-67%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-79%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-73%				
06	2022					
	2019	66%	58%	8%	55%	11%
Cohort Comparison		-66%				
07	2022					
	2019	64%	53%	11%	54%	10%
Cohort Comparison		-66%				
08	2022					
	2019	53%	40%	13%	46%	7%
Cohort Comparison		-64%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	43%	17%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	53	51	15	57	58	22				
ELL	53	71	63	45	60	57	48	68			
HSP	66	72	62	60	69	63	64	74	72		
WHT	82	82		82	82		65				
FRL	64	70	59	58	69	63	61	75	69		

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	18	40	42	19	13	9	13	30			
ELL	49	50	41	41	20	16	30	59	46		
HSP	63	55	43	48	23	16	46	73	58		
WHT	76	64		82	50						
FRL	60	53	44	45	22	16	44	70	56		

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	29	52	44	32	44	34	16	60			
ELL	56	62	59	63	63	48	40	82	73		
HSP	67	65	60	71	65	47	58	90	81		
WHT	87	83		87	83		64				
FRL	64	65	59	67	63	46	52	90	82		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
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	64
Total Points Earned for the Federal Index	672
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021-2022 FSA Mathematics assessment data indicates that there were increases across all grade levels in proficiency except for grade 7. The 2021-2022 FSA ELA assessment data indicates that there was a decrease in student achievement in all grades except in grade 5, where ELA proficiency increased from 49% to 75%. Overall ELA Learning Gains increased from 56% to 73% and in the lowest 25% subgroup 45% to 62%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the FSA Mathematics assessment data for the 2021-2022 school year, the area that demonstrates the greatest need for improvement is our incoming eighth graders in Mathematics. There was a 17 point decrease in proficiency. Based on the FSA ELA assessment data for the 2021-2022 school year, the area that demonstrates the greatest need for improvement is our incoming fourth grade students in Reading. There was an 8 point decrease in proficiency.

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

Last year, we struggled with the consistency of providing students intervention strategies in grade 3. This year, we will focus on providing intervention to our grade 3 and grade 4 students with fidelity. During our collaborative planning, we will incorporate B.E.S.T. practices and Standards Based instruction to target the lowest 25% of our students.

Last year, we struggled with our grade 7 students completing their i-Ready Mathematics online lessons. This year, we will strongly encourage and monitor i-Ready online usage biweekly. Additionally, Mathematics tutoring opportunities will be offered to targeted grade 7 students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that showed the most improvement on the 2022 FSA state assessments were our grade 5 students in ELA reading with an increase of 26 points in proficiency, specifically from 49% to 75%. Another area that showed the most improvement on the 2022 FSA state assessments is our grade 8 students in Algebra 1 EOC with an increase of 32 points in proficiency, specifically from 59% to 91%.

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

We created a collaborative planning schedule that allotted our teachers to strategically plan for instruction to meet the needs of all learners. Administrators and instructional coaches attended collaborative planning meetings and contributed to conversations with individual departments. Our fifth grade teachers monitored the i-Ready Reading online usage with fidelity and interventions were provided as needed. Our grade 8 Algebra 1 students participated in tutoring opportunities and utilized supplemental resources such as Algebra Nation and Khan Academy.

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

To accelerate learning, the strategies that will need to be implemented are Differentiated Instruction, Standards Based Collaborative Planning, targeted interventions, 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 Team will develop whole group sessions and job embedded professional development focusing on the use of digital learning platforms to supplement instructional needs (10/5/22), intervention strategies (11/8/22) and motivational strategies to implement and engage students (11/8/22).

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

On a biweekly basis, a member of the Leadership Team will participate in Collaborative Planning sessions to ensure fidelity of the strategies being implemented school wide are aligned to our goals. Monthly collaborative conversations will provide the forum to analyze if strategies are effective. Extended learning opportunities will be provided, such as before and after school tutoring, interventions and Saturday Academy.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 state assessment scores show that only 15% of the SWD student population demonstrated proficiency as compared to other peer demographic groups. A focus will be placed on differentiated instruction to address this critical need. Based on the data we will focus on differentiated instruction to address the needs of the students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Differentiated Instruction, an additional 5% of our incoming fourth graders will score at grade level or above in the area of ELA on the F.A.S.T. (CAI) PM3 Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership team will participate in bi weekly collaborative planning sessions to monitor that effective Differentiated Instruction strategies and activities are planned and implemented. Additionally, the Leadership Team will follow up with regular classroom walkthroughs to ensure quality instruction is taking place.
Person responsible for monitoring outcome:	Barbara Martin (bmmartin@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We chose the evidence based strategy of Differentiated Instruction because our 2021-2022 ELA FSA Assessment data indicates our students are in need of supplemental instruction in order to meet their academic goals. By providing individualized, targeted instruction, our students' needs will be met. Teachers will analyze data, plan and make continuous adjustments to instruction as needed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership Team will conduct bi-weekly Classroom Walkthroughs from August 31 to October 14th to ensure weekly lesson plans are inclusive of Differentiated Instruction targeting our SWD population. As a result, teachers will have fluid student groups, appropriate resources and lesson plans that reflect Differentiated Instruction that will meet the needs of all learners.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will facilitate Peer Teacher observations of effective Differentiated Instructional groups including SWD students in action as needed from August 31 to October 14th. As a result, teachers will have the opportunity to collaborate and observe highly effective Differentiated Instruction taking place that they can replicate in their classroom.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will conduct teacher data chats during the first week of October to monitor student progress and adjust goals as necessary specifically targeting our SWD population. Data will include results from the F.A.S.T. PM1, i-Ready AP1 and Topic Assessments. As a result, teachers will plan Differentiated Instruction to meet the individual student needs based on data analysis.

Person Responsible   Para Eftekhari (eftekhari@dadeschools.net)

The Leadership Team will conduct ongoing progress monitoring from August 31 to October 14 of our Students with Disabilities (SWD). Based on data findings, strategies for the SWD students will be discussed during collaborative planning sessions and implemented with fidelity. As a result, student achievement of SWD students will improve.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will create a Collaborative Planning Schedule to refer to between October 31 to December 16, 2022 to monitor grade level/department planning sessions and ensure that Differentiated Instruction, specifically related to Students with Disabilities (SWD), is planned for with fidelity. As a result, student achievement of SWD students will improve.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will identify selected grade level members to participate between October 31 and December 16, 2022 in the district Reading ICAD professional development sessions. A schedule will be created for the selected teachers to disseminate instructional strategies pertaining to differentiated instruction, specifically related to Students with Disabilities (SWD), with their teams. As a result, student achievement of SWD students in Reading, will improve.

Person Responsible   Melissa Rodriguez (melirodr@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our 2021-2022 FSA data review, our school will implement Standards Aligned Instruction in Mathematics. We selected this area based on our findings of the 2022 Math FSA Assessments that indicated that 55% our incoming 6th graders scored level 3 or above, 40% of our incoming 7th graders scored a level 3 or above and 46% of our incoming 8th graders scored a level 3 or above on the Math FSA Assessment. We are not meeting the unique needs of all learners, therefore it is evident that we must implement Standards Aligned Instruction to meet the instructional needs of all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the Standards Aligned Instructional strategy in Mathematics, there will be an increase in proficiency by 5 percentage points of the middle school students in grades 6-8 as evidenced by F.A.S.T (CAI) Progress Monitoring Assessments (PM3) for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will follow the District Pacing Guides to target specific standards instruction during the year based on data outcomes. The Leadership Team will conduct data chats with teachers to analyze and interpret relevant data for progress. Teachers will hold individual data chats with students to discuss real time data/progress. On-going data analysis of formative assessments of targeted students will be reviewed monthly to track progress. Extended learning opportunities will be provided to students who are not showing growth.
Person responsible for monitoring outcome:	Barbara Martin (bmmartin@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lesson to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objectives/s through their work samples/tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Standards-Aligned Instruction was selected because it allows our teachers to focus and instruct targeted grade level standards that will ensure proficiency. Teachers will continually make adjustments to their instruction, plans and instructional delivery as new data becomes available.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A Professional Development session for teachers on Standards Based Instruction will take place on October 5, 2022 that is aligned to the school goal based on data. As a result, teachers will develop lesson plans that reflect standards based instruction.

Person Responsible	Barbara Martin (bmmartin@dadeschools.net)

Facilitate weekly collaborative planning meetings during August 31 to October 14, 2022 to provide teachers with an opportunity to plan standards aligned instruction. As a result, teachers will implement standards aligned instruction and share best practices during common planning.

Person Responsible	Sheilys Garcia (sgarcia@dadeschools.net)

Teachers will analyze data collected through Math Topic Assessments between August 31 to October 14, 2022 to monitor and ensure standards aligned instruction is being implemented effectively. Teachers will adjust instruction and reteach as necessary, specifically targeting our Students with Disabilities (SWD) population. As a result, all students will show significant growth in Mathematics.

Person Responsible	Sheilys Garcia (sgarcia@dadeschools.net)

The Leadership Team will ensure Mathematics lesson plans reflect standards aligned instruction during bi-weekly classroom walkthroughs during August 31 to October 14, 2022. Teachers in need of planning and resource assistance will be provided with mentorship during collaborative planning sessions. As a result, teachers will be provided with the necessary resources needed to implement effective Mathematics instruction.

Person Responsible	Sheilys Garcia (sgarcia@dadeschools.net)

The Leadership Team created a universal schoolwide Mathematics Data Chat form that teachers and students have completed. Goals for the F.A.S.T. PM2 Assessment have been established and teachers will monitor student progress between October 31 and December 16, 2022. As a result, teachers and students will strive to achieve goals set.

Person Responsible	Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will ensure that students are consistently completing their online lessons from October 31 - December 16, 2022 on the Mathematics i-Ready program, specifically 45 minutes per week with a 75% pass rate. As a result, all students will demonstrate significant growth in Mathematics.

Person Responsible	Para Eftekhari (eftekhari@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Celebrating Successes	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 SIP Attendance results on PowerBi, we will be Celebrating Successes. Based on our data findings, during the 2021-2022 school year, teachers struggled with daily attendance. When comparing the percentage of teacher absences, specifically 10.5 + in 2020-2021 indicated 15% and 10.5 + in 2021-2022 indicated 31%, increased by 9 percentage points, demonstrating a critical increase in teacher absences. Additionally, student attendance needs improvement as 32% of our students in the 2021-2022 school year were absent 11 or more days. There is a critical need to increase student and teacher attendance which will directly impacts learning and achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Within the Area of Focus of Celebrating Successes, we will focus on incentivizing students and teachers to improve their attendance by 3% which will directly impacts learning and achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will devote time to meet with teachers struggling with attendance and have meaningful conversations to identify patterns of concern and offer guidance/ support as needed. A plan of action will be created with the teacher and the administrative team to ensure that teacher needs are being met and assistance is provided. "Teacher Tuesdays," will spotlight our staff members with weekly. "The Wall of Fame of Coral Way K-8 Classics" will be established during September and displayed during the school year. The "Are You in Your Seat?" initiative will be implemented with fidelity to encourage and increase student attendance and decrease tardies on a weekly basis.
Person responsible for monitoring outcome:	Barbara Martin (bmmartin@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Celebrating Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The development of effective and motivating attendance incentives has the potential to increase faculty attendance, which will positively affect student achievement. Attendance initiatives will assist with identifying a pattern of absenteeism. Developing schoolwide incentives such as "Teacher Tuesdays," will motivate teachers to be present every day. Attendance initiatives for students will include "Are You in Your Seat?" during morning announcements to motivate students to be on time and present every day.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In order to monitor Teacher Attendance, the Administrative Team will track attendance on a daily basis from August 31 to October 14, 2022 utilizing the Attendance Records Report. As a result, administration will be able to establish a pattern among teacher attendance and establish protocols as needed. The Administrative Team will conduct scheduled meetings to hold conversations with teachers needing assistance with attendance in an effort to address patterns of concern. As a result, targeted teachers will improve attendance and receive support as needed.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

Every Tuesday, from August 31 to October 14, 2022, administration will spotlight one teacher via a social media platform to boost teacher morale. As a result of "Teacher Tuesdays," teachers will be recognized and feel valued.

Person Responsible   Susana Martin (scmartin@dadeschools.net)

Every Monday, from August 31 to October 14, 2022, the administrative team will randomly select a student name during morning announcements using WheelofNames.com. As a result of this initiative, "Are you in your seat?' students will be encouraged to be both present and on time to school. Selected students, if present and on time will be rewarded.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

A "Wall of Fame of Coral Way K-8 Classics" will be displayed all year starting August 31, 2022 honoring and spotlighting the number of years of service as Coral Way Teachers. As a result, this initiative will increase staff morale and promote school pride among teachers and students.

Person Responsible   Sheilys Garcia (sgarcia@dadeschools.net)

The Leadership Team will reward and acknowledge classes with consistent high utilization of the i-Ready computer based program between October 31 and December 16, 2022. As a result, student achievement will increase in Reading and Mathematics and students will be incentivized for completing online instruction.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will reward and acknowledge students with consistent high utilization of the Spanish iStation computer based program between October 31 and December 16, 2022. As a result, student achievement will increase in Spanish and students will be incentivized for completing online instruction.

Person Responsible   Susana Martin (scmartin@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2021-2022 School Improvement Plan (SIP) Survey results, we will implement Empowering Others. Based on the data, only 86% of the teachers identified themselves as having the opportunity to be considered for leadership roles at the school. To increase this percentage we selected Empowering Others because it will create teams of leaders that will successfully take on leadership roles that will benefit all stakeholders.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement Empowering Others, our teachers will be provided with the opportunity to lead and contribute to schoolwide initiatives. This will be made possible through teachers participating in leadership capacities during the school year. The percentage of teachers in leadership roles will increase by at least 10% during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	With the implementation of Empowering Others, the Administrative Team will provide opportunities for teachers to take on a leadership role. Agendas, sign in sheets will serve as evidence of teachers fulfilling leadership roles.
Person responsible for monitoring outcome:	Sheilys Garcia (sgarcia@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Empowering Others involves providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We decided to focus on Empowering Others to allow staff members with more opportunities to fill leadership roles at our school site. The data reveals only 86% of the staff felt they had the opportunity to be considered for leadership roles at our school. To increase this percentage we selected Empowering Others because it will create teams of leaders that will successfully take on leadership roles that will benefit all stakeholders.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A teacher leader will be identified between August 31 to October 14, 2022 as the Intervention Liaison to develop and manage the Elementary Intervention Program. As a result, training, teacher guidance and schedules will be provided by the Intervention Liaison throughout the 2022-2023 school year.

Person Responsible   Para Eftekhari (eftekhari@dadeschools.net)

A teacher leader will be identified between August 31 to October 14, 2022 as the Mathematics Liaison to train and support the elementary mathematics teachers with the new Mathematics series. As a result, training, teacher guidance and support will be provided by the Mathematics Liaison throughout the 2022-2023 school year.

Person Responsible   Sheilys Garcia (sgarcia@dadeschools.net)

A Literacy Leadership Team will be established between August 31 to October 14, 2022 to support the district's high-quality reading curriculum. The Literacy Leadership Team will consist of teachers, Media Specialist, and school administrators. As a result, this team will provide guidance and support in all literacy initiatives.

Person Responsible   Sheilys Garcia (sgarcia@dadeschools.net)

The Leadership Team will establish school-based committees from August 31 to October 14, 2022 to encourage and promote leadership opportunities for teachers interested in pursuing leadership roles. As a result, teachers will be empowered to establish and lead committees throughout the school year.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

The Leadership Team will coordinate with grade levels to establish a date between October 31 and December 16, 2022 for each grade level to develop Long Range Plans for Reading, Mathematics, Science and Spanish. As a result, teachers will feel empowered to create long range plans and make decisions based on unique student needs.

Person Responsible   Barbara Martin (bmmartin@dadeschools.net)

Professional Development will be delivered by our staff experts in Schoology, Discover Education, Classroom Transformations, See Saw and Gizmos on November 8, 2022. As a result, teacher instruction will be enhanced between October 31 and December 16, 2022 when newly learned strategies/platforms are implemented and/or utilized in the classroom.

Person Responsible   Melissa Rodriguez (melirodr@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our strengths within school culture are in relationships, physical and emotional safety, support, care and professional connections. Throughout the school year, our school offers experiences/events to engage all stakeholders and ensure that they have the necessary information to support their children. Team building activities are planned to give staff an opportunity to come together and bond as "Somos Coral Way." Staff is acknowledged during informal meetings to celebrate successes. Opportunities are provided for all stakeholders to provide ongoing feedback and suggestions to the Leadership Team. We continuously promote a positive growth mindset with key visuals displayed throughout our campus. Our school website and social media accounts are kept up to date with the most current school happenings.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, teacher leaders and counselors. The principal's role is to monitor and oversee all the school's initiatives. The assistant principal's will ensure all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. Our school counselors will continue to promote a positive school culture and will be available for both students and parents as deemed necessary. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.