Miami Coral Park Senior High

2022-23 Schoolwide Improvement Plan

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Miami Coral Park Senior High

8865 SW 16TH ST, Miami, FL 33165

http://cphs.dadeschools.net/

Demographics

Principal: Scott Weiner A

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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: B (56%) 2018-19: C (53%) 2017-18: C (51%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	85%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Demographic Information

Principal start date

Tuesday 8/2/2022, Scott Weiner A

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.*

21

Total number of teacher positions allocated to the school

102

Total number of students enrolled at the school

2,237

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

8

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

7

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	636	525	540	536	2237
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	96	140	122	483
One or more suspensions	0	0	0	0	0	0	0	0	0	104	20	28	10	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	70	94	50	220
Course failure in Math	0	0	0	0	0	0	0	0	0	40	52	57	38	187
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	209	145	166	0	520
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	209	140	176	1	526
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	261	185	216	148	810
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	225	151	205	50	631

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	0	0	0	0	0	0	0	0	18	0	0	11	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	2	3	8

Date this data was collected or last updated

Thursday 8/11/2022

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	0	0	0	0	0	0	0	0	0	453	530	576	584	2143
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	69	127	153	128	477
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	109	148	107	380
Course failure in Math	0	0	0	0	0	0	0	0	0	17	93	132	79	321
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	73	90	125	167	455
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	82	105	135	162	484
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	219	0	0	0	219

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

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

The number of students identified as retainees:

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

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

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

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

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

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	53%	54%	51%				48%	59%	56%
ELA Learning Gains	56%						47%	54%	51%
ELA Lowest 25th Percentile	39%						33%	48%	42%
Math Achievement	36%	42%	38%				38%	54%	51%
Math Learning Gains	54%						41%	52%	48%
Math Lowest 25th Percentile	66%						42%	51%	45%
Science Achievement	57%	41%	40%				53%	68%	68%
Social Studies Achievement	53%	56%	48%				56%	76%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	68%	-17%	67%	-16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	71%	-16%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	63%	-24%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	54%	-19%	57%	-22%

Subgroup Data Review

	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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	34	45	40	26	60	76	40	33		91	34
ELL	26	45	35	27	55	68	48	34		82	74
HSP	52	56	39	36	54	66	56	53		88	61
WHT	68	57		56	47					100	63
FRL	51	56	41	33	53	66	57	51		88	60

	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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	26	25	20	20	19	20	70	59		84	42
ELL	22	27	22	18	22	22	66	38		89	70
HSP	46	36	23	25	21	25	72	58		92	69
WHT	55	40		36	27					100	58
FRL	45	35	24	24	20	26	72	56		91	68

	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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	30	29	24	25	33	41	40	35		91	75
ELL	24	41	34	33	41	41	43	40		84	92
HSP	47	47	33	38	40	42	53	56		88	85
WHT	70	55		30	36		55	70		88	87
FRL	45	46	34	37	40	41	50	55		88	86

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)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
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	56
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	65
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	55
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?

According to the results of the 2022 Spring FSA/EOC Data, the area with the most significant increase was English Language Arts, which demonstrated a growth of 11 percentage points from 2021 to 2022 (41% to 52%). ELA overall learning gains and L25 learning gains increased 18 percentage points (36% in 2021, 55% in 2022) and 11 percentage points (23% in 2021, 34% in 2022) respectfully. Mathematics overall learning gains and L25 learning gains increased 29 percentage points (20% in 2021, 49% in 2022) and 41 percentage points (23% in 2021, 64% in 2022) respectfully.

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

According to the results of the 2022 Spring FSA/EOC Data, the area with the greatest need of improvement is US History. Although there was an overall increase of 1 percentage point (52% in 2021 to 53% in 2022), this denotes a decline in the trend data from 2019 in which proficiency was 55%.

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

The most vital contributing factor for this need for improvement, was due to an inconsistent focus on unpacking the benchmarks during collaborative planning to assist with the diverse needs of all students resulting in a decline of student proficiency. In response to the data decline, the team is now paired with the Reading Instructional Coach, who plans and guides the planning process.

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

The data component that showed the most improvement was ELA proficiency (increase of 11 percentage points) and math overall (increase of 21 percentage points) and L25 learning gains (increase of 41 percentage points).

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

The instructors used best practices and resources supplied by the district to align instruction to the Florida B.E.S.T standards. Both ELA and MATH (Algebra 1 and Geometry) incorporated revised instructional frameworks inclusive of targeted small group interventions.

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

The strategy of Guided Common Planning will continue to be implemented in order to aide in the acceleration of learning and streamline instructional practices to address the needs of all learners. Additionally, the continued practice of Guided Walk-throughs by administration, allows administrators to informally gather evidence of standards based instruction with the focus of positive student outcomes, as well an opportunity to identify areas of support needed by teachers.

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

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

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

In order to ensure sustainability, additional services will include tutoring focused on ELA (9th and 10th grade) and MATH achievement for all students participating in Algebra 1 and Geometry. An interventionist will also be secured to provide push-in remediation during class time to provide additional and targeted skilled-based lessons.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
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 data review, our school will implement the Instructional Practice specifically relating to B.E.S.T. Standards. We selected the overarching area of B.E.S.T. Standards based on our findings that demonstrated he lowest 25th percentile subgroup demonstrated a growth on both the English Language Arts FSA and Mathematics EOC. On the 2021 FSA ELA assessment the Learning Gains for the L25 were 23% as compared to 34% on the 2022 FSA, representing an 11-percentage point increase. On the 2021 Mathematics EOC assessment the Learning Gains for the L25 were 20% as compared to 49% on the 2022 EOC, representing a 29-percentage point increase. With new standards being deployed across content areas, we feel that targeted instruction is critical to demonstrating academic gains by insuring lesson alignment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If B.E.S.T. Standards are successfully implemented in English Language Arts and Algebra/Geometry, we aim to see an increase with our L25 subgroup by a minimum of 5 percentage points as evidenced by the 2022 State Assessments (F.A.S.T and EOC).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor teacher participation in B.E.S.T. Standards Professional Development courses as well as implementation of standards evidenced by collaborative planning agendas and collaborative lesson plans which will show standard aligned best practices, strategies and lessons. Administrators will observe outcome of practice with regular walk-throughs to assess standard aligned instruction is delivered in core subject areas.
Person responsible for monitoring outcome:	Zakia Garner (zgarner@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of B.E.S.T Standards, our school will focus on the evidence-based strategy of Standards-Aligned Instructions. Core subject area teachers will implement evidence of planned lessons and common board configuration to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

implemented for this Area of Focus.

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

Standards Aligned Instruction was chosen to aide with the closing of the achievement gap and to specifically address students that continue to show regression. Should the practice be implemented with fidelity by all stakeholders, acceleration of students academic growth will be demonstrated.

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.

All tested subject area teachers will be provided with dates, times and locations of district sponsored B.E.S.T. Standard professional developments through out the school year including non-opt teacher planning days. As a result of the attendance and participation within the district offered professional development/trainings, instructors will better understand the B.E.S.T. Standards, positively impacting instruction and the implementation of the new standards and accompanying newly adopted materials. The implementation of this action step will take place between the dates of August 22th- October 14th, 2022.

Person Responsible   Zakia Garner (zgarner@dadeschools.net)

Teachers in core subjects have been provided with in-house collaborative planning times and will be responsible for attending weekly common planning sessions facilitated by instructional coach, department head and/or the assigned administrator. Through the guiding of the development and sharing of best practices, instructional strategies, and plans integrating BEST standards, all core subject teachers will be better equipped with lessons that will engage students in rigorous academic learning. The implementation of this action step will take place between the dates of August 22nd - October 14th, 2022.

Person Responsible   Yvette Sell (yvettesell@dadeschools.net)

The Leadership Team will continue to monitor that the core subject area teachers are provided with all materials necessary to utilize district provided pacing guides and district adopted textbook anthology when preparing standard aligned lesson plans. As a result of this specific action, there is an expected shift with the use of district provided materials and strategies implemented with greater fidelity. The implementation of this action step will take place between the dates of August 22nd - October 14th, 2022.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

The Administrative Team, equipped with knowledge of current B.E.ST. Standards, will observe core subject area classrooms. Administrative look-fors will include teacher/student engagement and the use of B.E.S.T. Standards while integrating with fidelity, district provided materials. The implementation of this action step will take place between the dates of August 22nd - October 14th, 2022.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
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 data review, our school will implement the Instructional Practice specifically relating to Instructional Coaching. We selected the overarching area of Instructional Coaching based on our findings that evidenced in 2021-2022 and trend data results indicating a need to maintain and continue the growth in proficiency in the area of English-Language Arts, which has increased from 41% in Spring 2021 to 52% in Spring 2022. We will provide the targeted planning necessary for all subgroups to access and align grade level content in order to make learning gains towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If Instructional Coaching is successfully implemented, the overall proficiency of the English-Language Arts scores will increase by a minimum of 5 percentage points as evidenced by the 2023 F.A.S.T. assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct quarterly data chats (Administrator-Instructional Coach; Instructional Coach-Teachers; Teachers-Students), adjust groups based on current data in real time, and follow up with regular walk-throughs to ensure quality instruction is taking place. We will increase teachers pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.
Person responsible for monitoring outcome:	Yvette Sell (yvettesell@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team will choose to implement Standards-Based Collaborative Planning to implement our area of focus. The administrative team will identify a period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. .
Rationale for Evidence-based Strategy: Explain the rationale for	Standards Based Collaborative Planning was chosen because of its relevant, rigorous, and innovative academic targets. Collaborative Planning improves collaboration amongst teachers and promotes learning, insights regarding best-practices, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, materials, and resources are more effectively implemented when teachers work on them collaboratively. With proper implementation, this strategy

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	will positively impact the closing of the achievement gap while accelerating all students to their full academic potential.

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.

Instructional Coach/Department Chairpersons will review data analysis of previous years, and 2021 Spring data to identify deficient standards. Coaches will use these findings to develop departmental goals. As a result of the data review, our school will implement the Instructional Practice specifically relating to Instructional Coaching through targeted planning. This will assist with the targeted alignment of grade level content in order to make learning gains towards proficiency. This action step will take place between August 22nd - September 2nd.

Person Responsible	Scott Weiner (pr7271@dadeschools.net)

Instructional Coach/Department Chairpersons will present their findings to their departments (initial data chat and goal setting) during collaborative planning. This step will inform instructors and assist with the development of instructional strategies specifically targeting the deficient standards using district provided interventions and remediation resources. This action step will take place between September 6th- 16th.

Person Responsible	Zakia Garner (zgarner@dadeschools.net)

Instructional Coach/Department Chairpersons will ensure that district or in-house created assessments are given to all students within the testing window. Results of the administration of these assessments will be used to analyze growth points and/or areas of deficiency to determine differentiation of instruction to remediate or reinforce district strategies. This action step will take place between August 22nd - October 14th.

Person Responsible	Zakia Garner (zgarner@dadeschools.net)

Utilizing Performance Matters, Instructional Coach/Department Chairperson will assist teachers with the appropriate use of analyzed reports. These reports will be utilized to conduct departmental data chats, as well as develop guided conversations to conduct student data chats. This action step will take place between August 22nd - October 14th.

Person Responsible	Zakia Garner (zgarner@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon the review of MTSS data, approximately 62% of students had 11 or more absences during the 2021-22 school year. As a major indicator, used to identify students at risk of failing to meet educational milestones such as meeting grade level expectations on statewide assessments, student promotion and on-time graduation, we have identified Early Warning Systems as an area of focus, as it requires improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on the data review, our school will implement the targeted element of Early Warning Systems. Through our data review, we noticed that students who struggle with education milestones, their is a direct correlation with student attendance and the meeting of grade level requirements and statewide assessments and are at risk of dropping out. The Leadership Team along with counselors, will identify these students and develop a tracking system to support the student and family, with the goal of decreasing the percentage of students with 11 or more absences from 62% to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team and counselors will monitor tracking initiative assisting in decreasing the number of student absences, discipline incidents and learning loss. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.
Person responsible for monitoring outcome:	Scott Weiner (pr7271@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The evidenced based strategy select is Response to Early Warning Systems. The Leadership Team and counselors will work to connect with families of students struggling to meet the educational milestones ensuring the plan of action is implemented and monitored with fidelity on a weekly basis. This weekly monitoring will allow students and parents to be given support needed for students to close the gap of loss of educational milestones.

for this Area of Focus.

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

The Leadership Team will monitor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the Learning Team on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Action Steps to Implement
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.

Staff will be provided daily attendance reports to facilitate the monitoring of student absences to ensure the accurate capture of attendance and helping to identify students with excessive absences. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

Staff will monitor student class attendance to determine the accuracy of attendance reports and provide timely feedback to the attendance clerk to ensure the timely correction of daily student attendance. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

Staff will use the Early Warning Systems report. The respective grade level administrator will conduct parent conferences to explain prior attendance concerns at which time students will be required to enter into an attendance contract. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

Attendance reports will be monitored quarterly to help develop attendance incentives for those students who meet criteria. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
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 qualitative data from the School Climate Survey and the SIP survey, 19% of instructional staff felt they were not receiving enough constructive feedback, specifically in the area of instructional delivery, in order to make improvements to their classroom instruction. As a result, the leadership team has chosen Specific Teacher Feedback as our area of leadership focus.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided the feedback they need to successfully revise their classroom instruction always ensuring student success. The percentage of teacher satisfaction after evaluations will increase by at least 5% as indicated on the 2022-2023 SIP Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.
Person responsible for monitoring outcome:	Scott Weiner (pr7271@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Consistent, developmental feedback involves providing a clear expectation and progress towards a goal with a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Leadership Team has chosen consistent developmental feedback because it will assist teachers in developing targeted lessons that in turn will help us close the achievement gap and increase proficiency scores.

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

This step will allow the administrative team to track the consistency of classroom observations. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

Administrators will revise the Walk-Through tool for informal instructional rounds. This tool will be utilized to identify and collect observational data. Utilizing this tool will assist administration with determining the area(s) of improvement and the appropriate follow-up/support required to improve instructional practices. This action step will take place between August 22nd - August 29th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

The Administrative Team will utilize real-time data collected from the Walk-Throughs to provide teachers with timely and specific observational feedback from informal instructional rounds. This will assist instructional staff in making adjustments to the implementation of instructional strategies. This action step will take place between August 22nd - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

The Administrative Team will work collaboratively with the teacher and the appropriate Leadership Team member (Instructional Coach/Department Chair) to develop an appropriate plan of support to address the identified area(s) of improvement based upon observational data acquired during informal walk-throughs. This action step will take place between August 30th - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

The Administrative Team will continue to utilize real-time data collected from the Walk-Throughs to provide teachers with timely and specific observational feedback from informal instructional rounds, in the form of graphic data representations. This data will be presented both school-wide (during faculty meeting) and department specific (during department meetings) This will assist instructional staff in making adjustments and necessary shifts to the implementation of instructional strategies. This action step will take place between August 30th - October 14th.

Person Responsible   Scott Weiner (pr7271@dadeschools.net)

#5. -- Select below -- specifically relating to	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific 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.	

No action steps were entered for this area of focus

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.

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

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

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