Coral Park Elementary School

2022-23 Schoolwide Improvement Plan

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Coral Park Elementary School

1225 SW 97TH AVE, Miami, FL 33174

http://coralparkelementary.dadeschools.net/

Demographics

Principal: Marlene Vidal L

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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 Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (74%) 2017-18: A (78%)
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.

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)
Elementary School PK-5	Yes	83%

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

School Grades History

Year	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.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
		plans. Reading coaches lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. They have a strong influence on the overall reading program in the school. They serve as advocates for the literacy program.
Vara, Ileana	School Counselor	Fosters family and community partnerships to support the social/emotional and academic development of all students. Infuses cultural competence, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

Demographic Information

Principal start date
Monday 7/19/2021, Marlene Vidal L

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.*
33

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.*
30

Total number of teacher positions allocated to the school
83

Total number of students enrolled at the school
831

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

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	108	135	149	143	158	138	0	0	0	0	0	0	0	831
Attendance below 90 percent	0	14	10	9	8	8	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	5	7	9	3	0	0	0	0	0	0	0	24
Course failure in Math	0	0	1	2	10	4	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	15	18	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	15	17	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	11	18	25	24	0	0	0	0	0	0	0	78

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	4	4	16	12	0	0	0	0	0	0	0	36

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	3	3	0	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/25/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	1	3	1	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	1	3	1	6	0	0	0	0	0	0	0	18

The number of students identified as retainees:

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

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	72%	62%	56%				83%	62%	57%
ELA Learning Gains	70%						69%	62%	58%
ELA Lowest 25th Percentile	56%						71%	58%	53%
Math Achievement	71%	58%	50%				86%	69%	63%
Math Learning Gains	69%						77%	66%	62%
Math Lowest 25th Percentile	50%						64%	55%	51%
Science Achievement	58%	64%	59%				71%	55%	53%

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	76%	60%	16%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	58%	23%
Cohort Comparison		-76%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-81%				

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	88%	67%	21%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-88%				
05	2022					
	2019	89%	65%	24%	60%	29%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

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	31	41	31	41	43	46	10				
ELL	70	67	51	70	67	46	50				
HSP	72	69	55	71	69	50	59				
FRL	69	68	56	67	64	48	53				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35	42	40	37	52	36	48				

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
ELL	69	62	38	62	45	37	60				
HSP	72	64	39	66	50	41	65				
FRL	70	58	38	64	50	39	64				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	52	57	57	60	56	52	36				
ELL	81	70	73	84	77	66	62				
HSP	82	69	72	86	77	64	72				
FRL	81	70	72	84	75	66	64				

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	63
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	59
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	60
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	
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	63
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
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?

Across grade levels, subgroups, and core content areas the emerging trend from 2020-2021 school year to the 2021-2022 school year is as follows: Proficiency in ELA remained at 72 percentage points; math proficiency increased from 66 percentage points to 71 percentage points. Learning gains in ELA increased from 63 percentage points to 70 percentage points; math learning gains increased from 52 percentage points to 69 percentage points. In the lowest 25 percent ELA learning gains increased from 39 percentage points to 56 percentage points; math learning gains for lowest 25 percent also increased from 42 percentage points to 50 percentage points. Science comparisons show a decrease from 66 percentage points to 58 percentage points.

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

Based on progress monitoring and 2022 state assessments our greatest need for improvement is in the area of science proficiency. A three-year trend analysis also demonstrates an overall decrease in student proficiency across all core subjects.

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

Contributing factors to this need for improvement include pandemic learning loss and achievement gap, instructional methods implemented by instructors, and lack of fidelity in formative assessments. The new actions to be taken will include a realigning of teacher instructional practices to include critical thinking and hands-on instruction across all core subjects; as well as increased teacher training opportunities and peer observations to model best practices.

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

The data components showing the greatest improvement were in the areas of learning gains and learning gains for the lowest 25 percent of students in ELA and Mathematics.

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

The contributing factors to this improvement was a focused approach in remedial instruction as well as increased support for the lowest 25 percent of students through after-school and Saturday school tutoring.

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

The strategies that will need to be implemented this year are increased grade level and vertical planning opportunities that will focus on systematic instruction using Depth of Knowledge components to accelerate student achievement and restructuring use of materials to incorporate technology using the SAMR model.

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.

Professional Development opportunities that will be provided to support teachers and leaders will include successful implementation of peer observations to impact student learning; trainings from company representatives from educational and technology resources that will assist in integration of new initiatives and components.

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

Additional services that will continue or be newly implemented will include our beyond-the-bell learning opportunities: morning/ afternoon/ Saturday tutoring; TALENTS enrichment program; Robotics/STEAM teams. Student enrichment programs to be continued or implemented will be National Elementary Honor Society, Geography, History, and Spelling Bee teams, student leadership symposium, school-wide showcases (i.e., World Expo, service projects, student led projects and performances).

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency data, 72% of our students in 3rd-5th grade achieved proficiency in ELA, 71% of our students in 3rd-5th grade achieved proficiency in Math, and 58% of our 5th grade students achieved proficiency in Science. The 2021 FSA proficiency data shows 66% of our students in 3rd-5th grade achieved proficiency in ELA, 66% of students in 3rd-5th grade achieved proficiency in Math, and 66% of our 5th grade students achieved proficiency in Science. Further analysis of the 2019 data shows an overall decrease in student proficiency across all core subjects. The 2019 FSA proficiency data shows 83% of our students in 3rd-5th grade students achieved proficiency in ELA, 86% of our 3rd-5th grade students showed proficiency in Math, and 71% of our 5th grade students achieved proficiency in Science. Based on this data, the area of focus at Coral Park Elementary will be implementing innovative instructional practices and technology to increase student enrichment and proficiency across all core subjects.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result, Depth of Knowledge, instructional planning, and SAMR model will increase our percent of proficient students in 3-5 grade. Our scores will increase by 10 percentage points in all core subjects, (for a total of 82% ELA, 81% Math, and 68% Science), as evidenced by the third FAST Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by the leadership team, teachers, and instructional coaches utilizing data from Power Bi, FAST Progress Monitoring Assessment 2, I-Ready results, and Performance Matters Topic Assessments. Teachers will collaborate in grade level and vertical planning sessions to monitor student growth and redefine teaching strategies and implementation.
Person responsible for monitoring outcome:	Christina Bellon (bellon@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being implemented for this Area of Focus is Standards-Based Collaborative Planning, which will incorporate collaborating with peers while utilizing Depth of Knowledge, Framework of Effective Instruction, and SAMR model during lesson planning. Promoting conversations in enriching standard-aligned instruction, teachers will focus on developing and implementing lessons that will accelerate student achievement.

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.

At Coral Park Elementary, our goal is to develop instructional practices that meet grade level expectations and provide a rigorous curriculum that will accelerate student achievement.

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.

From 8/30/22-10/11/22, teachers will use data derived from Performance Matters, i-Ready, and FLKRS to address student achievement needs, particularly those that are scoring on yellow and red. As a result, lesson plans will reflect data-driven instruction as well as DI grouping. On-going progress motoring of data reports will be utilized to drive instruction.

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

From 8/30/22-10/11/22, pacing guides will continue to be used as the focal point to drive instruction in the classroom. As a result, during administrative walk-throughs and teacher observations, lesson plans will be monitored to reflect the use of standards-aligned lessons and a rigorous delivery of instruction.

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

From 8/30/22-10/11/22, student work folders will continue to reflect evidence of the B.E.S.T. and/or Florida Standards. As a result, teachers will keep student work folders with relevant samples that are reflective of the B.E.S.T. and/or Florida Standards with appropriate grading following the student progression plan.

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

From 8/30/22-10/11/22, on-going progress monitoring using formal and informal assessments will reflect in-depth understanding of grade level standards. As a result, student assessments will continue to demonstrate adequate progress of the B.E.S.T. and/or Florida Standards

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

#2. Instructional Practice specifically relating to Collaborative Planning	
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 FSA data reviewed, we selected collaborative planning as an area of focus. The teachers will work together to improve student scores in grades 3-5. Using the ELA FSA data, third grade scored a proficiency level of 73%, in fourth grade 68%, and in fifth grade 72%. Students in the lowest 25th percentile demonstrated 56% proficiency in ELA and 50% proficiency in Math. Using the MATH FSA data, third grade scored a proficiency level of 67%, in fourth grade 58%, and in fifth grade 69%. At Coral Park Elementary our goal is to have collaborative conversations across grade level to help mitigate learning loss.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result, if we successfully implement this area of focus, then the bottom 25% will increase 3 percentage points in Grades 3-5, in both ELA and Math (for a total of 59% in ELA, 53% in Math). Using the ELA FSA data, third grade proficiency should increase to 76%, in fourth grade 71%, and in fifth grade 75%. Using the MATH FSA data, third grade should increase to a proficiency level of 70%, in fourth grade 71%, and in fifth grade 72%. Collaborative planning opportunities will be given to teachers to collaborate, conduct data chats, and identify trends in order to close achievement gaps in student learning. This is measured by agendas and grade level reflection notes. All teachers will attain this goal by participating in grade level meetings two times a week.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	By assisting teachers in the collaborative planning process, teachers and coaches will continue to analyze data and identify DI groups. The instructional coach and teachers will implement the necessary DI practices that target student learning needs.
Person responsible for monitoring outcome:	Christina Bellon (bellon@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being used is Vertical Planning. With Vertical Planning, cross-grade discussions of problems students have with the standards in higher grade levels and brainstorming instructional practice to assist lower grade teachers in better preparing their students.

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.

Using vertical planning as our evidence-based strategy will allow teachers to work collaboratively in developing standards-aligned instruction that will better prepare students performing in the lowest 25th percentile. With the implementation of Vertical Planning Strategy, the lowest 25% will increase 3 percentage points in Grades 3-5 in both ELA and Math (for a total of 59% in ELA and 53% in Math).

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.

From 8/30/22-10/11/22, the Leadership Team will establish a common planning time schedule. As a result, teachers will continue to be provided with opportunities to share best practices and plan together.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, the Leadership Team will review PM1 data with teachers. As a result, during common planning, teachers will discuss assessment data in order to plan for upcoming lessons.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, the Instructional Coach will continue to assist teachers during common planning to create DI groups and gathering resources for planning sessions. As a result, the Instructional Coach will provide strategies and support, including meeting with each grade level individually.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, the Instructional Coach will assist teachers in identifying students for the RTi process. As a result, teachers will continue to utilize data from Performance Matters, i-Ready, and FLKRS to address student achievement needs, particularly those that are scoring on yellow and red.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

#3. 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 the data from the Staff Climate Survey, 69% of our teachers felt overwhelmed and overloaded in the 2021-2022 school year. This shows an increase of 14.15 percentage points from the previous school year (from 54.85% to 69%). This overall feeling of being overwhelmed has affected overall teacher attendance. 40% of staff members missed 10.5 or more days during the 2021-2022 school year. This is a 29% increase from the 2020-2021 school year for staff (from 11% to 40%). As such, our area of focus will be implementing monthly Principal Chats where teachers can voice and receive feedback/ support from administration and peers in their self-identified areas of need and recognizing staff attendance efforts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Implementing Principal Chats, will help teachers feel supported in their professional growth and development. As a result, there will be a 10% decrease in the percent of teachers feeling overwhelmed and overloaded in the School Climate Survey (from 69% to 59%) and a 10% decrease in the number of teachers missing more than 10 days (from 40% to 30% for staff).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored monthly informally during Principal Chats. Staff attendance will be monitored weekly via the Substitute Locator's log. Faculty and staff with 100% attendance will be recognized during monthly faculty meetings and be rewarded after every nine weeks.
Person responsible for monitoring outcome:	Christina Bellon (bellon@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be used is Making Meetings Matter. This strategy ensures that meetings are timed effectively and are used to problem solve, exchange information, and review progress.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Utilizing the Making Meetings Matter strategy will ensure that teachers feel supported during monthly meetings by grade-level peers and administration. Teachers will be less likely to feel overwhelmed or overloaded if they participate in effective meetings where time and space is given for them to voice concerns and receive support/ feedback.

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.

From 8/30/22-10/11/22, Administration will schedule monthly Principal's Chats for each grade level and provide scheduled dates and times to each grade level. As a result, grade levels will have scheduled time on a monthly basis to discuss student progress and areas of needed support with administration.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, in preparation for each Principal's Chat, teachers will compile necessary information to describe the progress of their students and identify any areas of support needed to reach professional or academic goals. As a result, each meeting will have a clear focus of identifying areas of support to impact student achievement.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, Administrators, Instructional Coach, Counselor, and other Leadership Team members will provide needed support to teachers as identified by discussions during Principal's Chats. As a result, teachers will be provided ongoing support from Leadership Team members to help them feel less overwhelmed.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

From 8/30/22-10/11/22, staff with 100% attendance each nine weeks will be recognized and rewarded during faculty meetings. As a result, teachers will be encouraged to improve their attendance.

Person Responsible   Christina Bellon (bellon@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the data from the Staff Climate Survey, 45% of our students feel the overall climate at their school is positive and helps them learn. This is a decrease of 6.46% (from 51.46%) from the 2020-2021 school year. The overall well-being of our students and families is a priority to engaging learners and ensuring their academic progress. Engaging families in school will contribute to a positive feeling and willingness to learn in students. Increased family engagement and involvement will lead to improved student achievement, decreased disciplinary issues, and improved parent-teacher relationships.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	An increase in family engagement opportunities will result in greater participation of parents in school-wide events and a stronger home-school connection. Students will benefit from the increase of parental engagement in their learning, leading to positive feelings about school and their learning. As a result, there will be an increase of 10 percentage points in the number of students who feel the overall climate at their school is positive and helps them learn (from 45% to 55%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Family engagement and participation will be monitored by the Leadership and Title I Team through sign-in rosters at school-wide and classroom events. The monitoring and comparison of parental engagement will be analyzed each quarter and compared to the previous year's data.
Person responsible for monitoring outcome:	Ja'shon Fayson (fayson@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will implement the evidence-based strategy of Family Engagement. Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. being consistent, reliable, and honest with families. Disclosing all information to the families. Listening actively to each family member. This includes but is not limited to developing an understanding of families' past experiences, current situations, concerns, strengths, and potential.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The Family Engagement strategy will allow our students and families to develop a connection between the school and home. This will include increased support for children's learning and access to parent resources. Engaging families in their children's education will have a positive impact in the student's overall feeling for their school and academic progress.

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.

From 8/30/22-10/11/22, students and families will be receive key information on school and district resources and events via the CPE Communicator, school website, and school mobile app. As a result, a strong home-school communication will develop.

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

From 8/30/22-10/11/22, parents will be invited to the monthly EESAC and PTA meetings. As a result, this will allow opportunities for parents to participate in the school's decision- making process and provide feedback.

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

From 8/30/22-10/11/22, the continued implementation of school-wide events (such as the CPE World Fair) will provide students with opportunities to participate in meaningful learning experiences and creating a rich learning environment. As a result, students will develop positive feelings about their school and learning opportunities.

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

From 8/30/22-10/11/22, a Room Parents Liaison group will assist teachers and staff in creating an engaging and positive learning environment for students by providing support during school-wide and classroom events. As a result, this will increase family engagement opportunities while creating a learning positive learning environment where students feel ready to learn.

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

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.

The school builds a positive school culture and environment by including the voice of all stakeholders. We build a positive connection and foster verbal and nonverbal communication via monthly EESAC and PTA

meetings, as well as the school's weekly CPE Communicator. Parental engagement is encouraged through the implementation of the school's new Room Parent Liaison group. This stakeholder group serves as a bridge between staff, PTA, and families, establishing a strong school - home partnership, where all stakeholders have the opportunity to provide input, support, and needed assistance. During the 2022-2023 school year, the implementation of the school's new mobile app will provide another avenue of communication between all stakeholders. This healthy relationship between the teachers and stakeholders is important, as this will enable everybody to harmoniously work together, which will have a positive impact on student well-being and achievement.

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

There are many stakeholders that promote a positive culture and environment at Coral Park Elementary School. School Administration ensures that all stakeholders receive timely communication, promotes and encourages volunteer opportunities for parents and community partners, collaborates with the school's PTA, and finds relevant and meaningful ways to recognize stakeholders. The school's EESAC and PTA provide an opportunity for stakeholders to voice ideas, collaborate, and plan for the implementation of school-wide initiatives during monthly meetings. Leadership Team meetings, along with monthly Principal's Chats, allow teachers and staff to provide input, collaborate, and develop professionally.