# Miami Coral Park Senior High School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Miami Coral Park Senior High

8865 SW 16TH ST, Miami, FL 33165

http://cphs.dadeschools.net/

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

# 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Weiner, Scott | Principal | Will oversee all aspects of the School Improvement process. Ensure appropriate delegation of responsibilities through the departmental assignments of Assistant Principals and members of the school's leadership team. |
| Sell, Yvette | Assistant Principal | Will oversee all aspects of instructional, technological, and school culture departmental implementations (Language Arts, Reading, ELL, Acceleration and Attendance) as assigned by Principal. |
| Garner, Zakia | Assistant Principal | Will oversee all aspects of instructional, technological, and school culture departmental implementations (Mathematics, Science, Social Studies, Acceleration and Attendance) as assigned by Principal. |
| Toca, Elizabeth | Instructional Coach | Will ensure implementation of all literacy initiatives within each literacy supported content area (ELA, Reading. Science, Social Studies). Also responsible to oversee and conduct collaborative planning for the aforementioned departments. |
| Gomis, Esmeralda | Teacher, ESE | Will ensure implementation of all instructional initiatives, impacting SWD and 504 students, with specific emphasis on the effective implementation of accommodations within the respective subject areas. |
| Garcia, Annette | Behavior Specialist | Will ensure implementation of all instructional initiatives, impacting SWD and 504 students, with specific emphasis on the effective implementation of accommodations within the respective subject areas. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the development and continuous improvement initiatives through consistent communication provided bi-weekly/monthly meetings ( EESAC, Faculty, Leadership, and Title 1 Parent meetings)

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly via formal and informal walk-throughs in the core and CTE subject areas. Based on walk-through outcomes, re-assessment and reflection will take place with all stakeholders.

## Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---|
| **2023-24 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 |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 98% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 85% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | N/A |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 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 that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 483 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 220 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 187 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 520 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 526 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 810 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 631 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 50 | 55 | 50 | 53 | 54 | 51 | 46 | | |
| ELA Learning Gains | | | | 56 | | | 36 | | |
| ELA Lowest 25th Percentile | | | | 39 | | | 23 | | |
| Math Achievement* | 30 | 43 | 38 | 36 | 42 | 38 | 25 | | |
| Math Learning Gains | | | | 54 | | | 21 | | |
| Math Lowest 25th Percentile | | | | 66 | | | 26 | | |
| Science Achievement* | 55 | 62 | 64 | 57 | 41 | 40 | 72 | | |
| Social Studies Achievement* | 65 | 69 | 66 | 53 | 56 | 48 | 58 | | |
| Middle School Acceleration | | | | | 56 | 44 | | | |
| Graduation Rate | 89 | 89 | 89 | 89 | 56 | 61 | 92 | | |
| College and Career Acceleration | 58 | 70 | 65 | 61 | 67 | 67 | 68 | | |
| ELP Progress | 44 | 49 | 45 | 50 | | | 54 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
| --- | --- |
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 391 |
| Total Components for the Federal Index | 7 |

| 2021-22 ESSA Federal Index | |
|---|---|
| Percent Tested | 98 |
| Graduation Rate | 89 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 614 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98 |
| Graduation Rate | 89 |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 45 | | | |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 56 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 60 | | | |
| FRL | 54 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 49 | | | |
| ELL | 49 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 56 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 65 | | | |
| FRL | 55 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 50 | | | 30 | | | 55 | 65 | | 89 | 58 | 44 |
| SWD | 26 | | | 19 | | | 39 | 63 | | 29 | 6 | |
| ELL | 24 | | | 21 | | | 35 | 43 | | 76 | 7 | 44 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 50 | | | 30 | | | 53 | 65 | | 58 | 7 | 44 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 48 | | | 33 | | | | | | 63 | 4 | |
| FRL | 47 | | | 27 | | | 51 | 64 | | 56 | 7 | 48 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 53 | 56 | 39 | 36 | 54 | 66 | 57 | 53 | | 89 | 61 | 50 |
| SWD | 34 | 45 | 40 | 26 | 60 | 76 | 40 | 33 | | 91 | 34 | 55 |
| ELL | 26 | 45 | 35 | 27 | 55 | 68 | 48 | 34 | | 82 | 74 | 50 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 52 | 56 | 39 | 36 | 54 | 66 | 56 | 53 | | 88 | 61 | 50 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 68 | 57 | | 56 | 47 | | | | | 100 | 63 | |
| FRL | 51 | 56 | 41 | 33 | 53 | 66 | 57 | 51 | | 88 | 60 | 50 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 46 | 36 | 23 | 25 | 21 | 26 | 72 | 58 | | 92 | 68 | 54 |
| SWD | 26 | 25 | 20 | 20 | 19 | 20 | 70 | 59 | | 84 | 42 | 31 |
| ELL | 22 | 27 | 22 | 18 | 22 | 22 | 66 | 38 | | 89 | 70 | 54 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 46 | 36 | 23 | 25 | 21 | 25 | 72 | 58 | | 92 | 69 | 54 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 55 | 40 | | 36 | 27 | | | | | 100 | 58 | |
| FRL | 45 | 35 | 24 | 24 | 20 | 26 | 72 | 56 | | 91 | 68 | 55 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 43% | 54% | -11% | 50% | -7% |
| 09 | 2023 - Spring | 39% | 51% | -12% | 48% | -9% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 25% | 56% | -31% | 50% | -25% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 40% | 52% | -12% | 48% | -8% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 53% | 65% | -12% | 63% | -10% |

| HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 62% | 66% | -4% | 63% | -1% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

According to the data collected for Miami Coral Park Sr. High school for the 2022-2023 school year, the lowest performing accountability component is in the area of Acceleration. The primary contributing factor for the low performance is the lack of consistent certification testing within the CTE courses.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

As reflected in the data collected for Miami Coral Park Sr. High School 2022-2023 F.A.S.T results, ELA had the greatest decline from 53% points to 44% points denoting a 9% point decrease. Contributing factors include inexperience with the mechanics of the new F.A.S.T. testing as well as lack of exposure to test expectations. Lack of personnel and continued substitute coverage was also a contributing factor.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component with the greatest gap was 9th grade ELA proficiency with a gap of 12% points. Contributing factors include inexperience with the mechanics of the new FAST testing as well as lack of exposure to test expectations. Additionally, the loss of key personnel (unexpected extended leave of absence), resulting in continued substitute coverage, was also a contributing factor. Also, poor attendance within the 9th grade cohort played a major role in the low academic performance.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component which showed the most improvement was U.S. History with a proficiency of 62%, an increase of 9 percentage points from the 2021-2022 school year. New actions included fidelity with common planning, and cross curricular planning with the ELA department supporting US History benchmarks within their curriculum.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The first main areas of concern is ELA proficiency both in the 9th & 10th grade which will be on the fidelity to weekly common planning, to the mechanics of the F.A.S.T. assessment by disseminating data after each Progress Monitoring Assessment, and redirecting instruction based on evidence of data. The second concern to focus on will be attendance in both the 9th & 10th grades which will encompass parent involvement for excessive absences and attendance contracts for those students.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The highest areas of priority are as follows (scaled from highest to lowest):
*Improving Acceleration Rate
*Improving Graduation Rate
*Improving ELA Proficiency
*Maintaining and/or improving Mathematics and US History EOC Proficiency

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

| #1. Instructional Practice specifically relating to Career & Technical Education |
|---|

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Cohort Graduation Tracker, acceleration data has been identified as a crucial area of improvement, due to a decline of 3 percentage points (61% in 21-22 to 58% in 22-23). This decline is concerning as it marks a drastic low in the school's trending data over the previous years.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome we plan to achieve is to increase acceleration rate from 58 % to 70%. With the strategic use of data to inform instruction and plan assessments this goal is attainable as 51%of the current cohort has already met this requirement.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

Area of Focus will be monitored by Actionable feedback quarterly informal walk-throughs by administration to adjust on going teaching learning strategies. Teachers will then aide students with self awareness with data chats and allow teachers to align to curricular benchmarks and chart progress towards formative assessments.

**Person responsible for monitoring outcome:**

Yvette Sell (yvettesell@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be utilized for this area of focus is Data-Driven Decision Making and Ongoing Progress Monitoring (OPM). With the proper implementation of this strategy, career and technology instructors will use data at every level to make informed decisions on what is best for students, including goal setting, interventions, course work, revised pacing, and differentiating instruction etc.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

This use of Data -driven decision making will assist in informing student progression through the coursework and drive instructional decision making leading increased achievement on CTE certification exams. Additionally, this will allow CTE instructors to evaluate the effectiveness and student responsiveness to instruction, thereby determining the strategies for intervention and/or re-assessment of content.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14- September 29, 2023

The CTE Team will develop a schedule for CTE formal assessments and submit to line Assistant Principal.

**Person Responsible:** Yvette Sell (yvettesell@dadeschools.net)

**By When:** August 14- September 29, 2023

Assistant Principal, Yvette Sell, will ensure CTE testing occurs within the scheduled time frame for students.

**Person Responsible:** Yvette Sell (yvettesell@dadeschools.net)

**By When:** August 14- September 29, 2023

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As indicated by the data collected for Miami Coral Park Sr. High School's 2022-2023 F.A.S.T results, ELA had the greatest decline from 53% to 46% denoting a 7percentage point decrease. Contributing factors include inexperience with the mechanics of the new F.A.S.T. testing as well as lack of exposure to test expectations. Lack of key personnel (extended leave of absence and re-assignment of staff due to staff vacancies) and continued substitute coverage was also a contributing factor.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome for acceleration of learning in the 9th and 10th grade ELA classes will encompass fidelity to weekly common planning with a focus on mechanics of the F.A.S.T. test by disseminating data after each Progress Monitoring assessment and redirecting instruction based on evidence of data. Teachers will gather evidence-based instructional strategies for positive student outcomes of all learners with the guidance of the instructional coach.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

The desired outcome with be monitored by the practice of Guided Walk-throughs by administration, allowing 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.

**Person responsible for monitoring outcome:**

Scott Weiner (pr7271@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The strategy of informal instructional rounds was selected to further support the implementation of instructional strategies within the classroom. The collection of informal data and immediate feedback provided to instructors and the instructional coach, will lead to increased student learning, more effective professional development, and more effective instruction in the classroom.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

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

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

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) in need of improvement based upon observational data acquired during informal walk-throughs.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

**#3. Positive Culture and Environment specifically relating to Early Warning System**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Early Warning Systems provide the indicators to identify students at risk of failing to meet their respective educational milestones such as meeting grade -level requirements, achievement on statewide assessments, student promotion and meeting graduation requirements as a result of poor attendance and/or discipline.

**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. In 2022-23, 53% of students had 10 or more absences, which is 8 percentage points higher than the district average of 45%. During the 2023-2024 school year, students with 10 or more absences will decrease approximately 10 percentage points, to 43%. Through our data review, we noticed that students who struggle with education milestones, such as attendance, discipline, meeting grade level on statewide assessments
and student promotion are at risk for not meeting on-time graduation requirements and are
at risk of dropping out. The Leadership Team along with counselors, will identify these
students and develop a tracking system to support the student and family.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team and counselors will monitor and track 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:**

Zakia Garner (zgarner@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Leadership Team, along with the Attendance Review Committee and student services team will implement various attendance initiatives, including close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The evidence-based strategy of attendance initiatives was selected because we saw the trend of excessive absences within our grade 9 and 10 student cohorts. This prompted an urgent need to provide the necessary supports to students (and families), to not only track and monitor, but improve student attendance.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

**Person Responsible:** Zakia Garner (zgarner@dadeschools.net)

**By When:** This action will take place between August 14th- September 29.

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. Students identified with excessive absences (daily or class absence) will receive a truancy referral to the grade level administrator, who will meet with the students to determine the cause of the absences.

**Person Responsible:** Yvette Sell (yvettesell@dadeschools.net)

**By When:** This action will take place between August 14th- September 29.

Registration Staff will use the Early Warning Systems processes to identify at-risk students. The respective grade level administrator will conduct parent conferences during the registration process for students exhibiting a pattern of at-risk attendance and/or behaviors to at which time students will be required to enter into an attendance contract.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** This action will take place between August 14th- September 29.

**#4. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. The data collected from the 22-23 School Climate Survey staff results, indicates that approximately 33% of the staff feel as though the staff morale has declined.
In previous years, 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.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By involving the stakeholders of Miami Coral Park Senior High School in maintaining a positive school culture
and environment, the Leadership Team expects to boost student and staff morale, thereby improving the results of the 23-24 School Culture Climate Survey by 12 percentage points to 45%.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

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.

**Person responsible for monitoring outcome:**

Scott Weiner (pr7271@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a result of the implementation of the Growth Mindset lessons, activities, and projects assigned through ELA courses, students will develop goal-oriented objectives which will foster dedication and accountability for student success .As a result of assigning Values Matter initiatives to sports teams and clubs, students will become more vested in the monthly initiatives, improving the overall culture of the school and peer to peer interaction.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Discussion of growth mindset and core values positively impacts the climate and culture of the classroom and the overall school.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Growth Mindset lessons, activities, and projects will be assigned through ELA courses. Students will develop goal-oriented objectives which will foster dedication and accountability for student success.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

Assigning Values Matter initiatives will be assigned to sports teams and clubs, students will become more vested in the monthly initiatives improving the overall culture of the school and peer to peer interaction.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

As students are allowed to become more participatory and invested in the visual upkeep of the building through club and sports teams (school beautification initiatives), there will be a greater sense of school pride and care for their academic and social environments.

**Person Responsible:** Scott Weiner (pr7271@dadeschools.net)

**By When:** August 14-September 29, 2023

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

To ensure all stakeholders are made aware of the initiatives outlined within the School Improvement Plan, the methods of dissemination include but are not limited to, the Annual Title 1 Meeting (September), as well as the SIP is addressed within the monthly EESAC meetings, and quarterly at faculty meetings. The SIP is readily available on the school's website: https://mcpshs.net/.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

As a Title 1 school, part of the allocation is directed toward ensuring we offer a variety of programs, activities, and procedures to facilitate family engagement and foster the relationships with community stakeholders. The Community Involvement Specialist (CIS) consistently collaborates with parents and families in the development of the School-Parent Compact, as well as offer parent academy sessions and information regarding family assistance programs (i.e. Project Upstart, etc.).
The Family Engagement Plan is readily available on the school's website: https://mcpshs.net/.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

To strengthen the academic programs, additional services such as tutorial programs are offered to students in the areas of Language Arts, Mathematics, Reading, Science, and Social Studies. This is implemented to specifically close the achievement gap, ensuring equitable academic opportunities for all of our students.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

As a Title 1 school, our plans are developed in collaboration with all school and community stakeholders, as we partner with multiple local programs that assist in providing services to our student population. These programs cover a wide array of services including housing, & transportation assistance, migrant assistance, career and technical programs, etc., all offered in conjunction with MDCPS and or our Adult Education Program housed here on campus.

## Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

To ensure the students receive the appropriate mental health support and/or servicing, the Administrative Team has streamlined the process of requesting/recommending such services. The TRUST Counselor provides the necessary supports to students on a case by case basis, and refers students requiring additional mental health services to the Mental Health Coordinator. Staff has been trained on the process of identifying students possibly requiring these services and how to request services through the student services department.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

The Administrative Team has gone to great lengths to ensure student offerings cover a wide array of postsecondary opportunities, that may be earned during and after their high school experience. These offerings are inclusive of Advanced Placement and Dual enrollment courses (on and off campus), Career and Technical programs, and partnership programs such as Baker Aviation. These in addition to our blossoming magnet programs offers students opportunities to experience a varied number of programs to inform their future paths, while earning credits towards their post-secondary endeavors.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

The schoolwide tiered disciplinary plan includes strategies that must be implemented at the classroom level, by the instructor, prior to escalation. Once the teacher has exhausted the disciplinary strategies,

the process escalates to the grade level counselor and administrator, at which point the team meets with student an parent to devise a disciplinary action plan which is signed by all parties. This allows the appropriate communication amongst the team as well as allows an opportunity to provide intervention services which in most cases curtails the behaviors.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The Administrative and Leadership Teams, both conduct data chats and trainings to ensure the proper utilization of data to inform instruction. The Instructional staff members are required to participate in a Data Training (Learn, Grow, Master, Teach @ The Park) at the beginning of the year, in which they disaggregate the available data for the previous year to determine the effectiveness of strategies and use the same processes to analyze their current students to set achievement goals for the current year. These goals must be specific and measurable, as it must correlate to their DPGT targets.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

NA