Coral Way K 8 Center

2014-15 School Improvement Plan

Coral Way K 8 Center

1950 SW 13TH AVE, Miami, FL 33145

http://coralwayelementary.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Combination	Yes	76%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Coral Way K-8 Centers mission is to provide our students with opportunities to develop a better sense of the world (past, present, and future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural, interactive learning environment focusing on
improving student achievement. Our aim is that all students, regardless of their home language, graduate
as proficient, bilingual, and bi-literate citizens in our multi-cultural community. All members of our school
community, working as a team, are able to enrich the instructional environment and empower students to
take responsibility for their learning, while providing them with the skills and tools to prepare themselves
for the future.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

• During Open House, and other school events, ensure non-threatening methods of introducing parents to teachers and administrators.
• Create the formats for inviting parent participation in the cultural education process.
• Our school will infuse the required multicultural content as applicable to appropriate grade levels, including but not limited to: History of the Holocaust, Black History Month, Hispanic Heritage Month, Women's History Month, and Veterans and Military Awareness.
• Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the school-wide cultural awareness and student-teacher
relationships.
• Attend District provided Professional Development on multicultural offerings.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to provide a safe, mutually respectful, caring and orderly environment, all school personnel will demonstrate professionalism and common courtesy that are essential qualities needed to promote an educational environment free from disruptions, harassment, bullying and aggressive

actions.
• All school personnel will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying, harassment, dating violence, gender discrimination, and civil rights violations.
• All school personnel will monitor the school and report any suspicious activity to the school's leadership team.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

• Ensure teachers are trained in and utilize classroom management strategies.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing behavior expectations.
• Utilize the progressive discipline plan currently in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

• Coral Way K-8 Centers Administrative Team meets weekly to discuss students with barriers to academic and
social success.
• School counselors maintain a student log utilized for students in need of positive support interaction and feedback.
• School-wide instruction and activities that address the social and emotional needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System (EWS) is based on extensive research that identifies key factors, indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school.
The goal of our school is to develop students who are college- and career-ready, EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.
Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
Utilize data systems to identify students who have attendance, behavioral or academic concerns.
•One or more suspensions, whether in school or out of school.
Create data decision rules for number of absences.
•Course failure in English Language Arts or mathematics.
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
•Utilize student data from statewide and standardized assessments to identify student needs of the students and the barriers blocking their success.

Provide the following data related to the school's early warning system

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	
Attendance below 90 percent	12	17	13	14	6	11	16	6	12	107
One or more suspensions	2	1	3	0	3	5	7	9	15	45
Course failure in ELA or Math	4	7	2	6	4	4	7	13	1	48
Level 1 on statewide assessment	0	0	0	32	25	17	30	28	33	165

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	3	13	3	6	5	3	12	7	3	55

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

To improve the academic performance of students identified by the early warning system our school will:
• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Reading Plus, Tutorials, Paraprofessional assistance;
• Departmental planned discussions with administration to review data and set goals for identified students;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions (targeted solution focused counseling (individual and/or group), parent collaboration/education) to close student need gaps related to earning warning system.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195963.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Dovale, Mayte	Principal
Siblesz, Isabel	Assistant Principal
Jordan, Reandra	Assistant Principal
Canales, Gabriel	Assistant Principal
Garcia, Sheilys	Assistant Principal
Garneff, Maritza	Instructional Coach
Garcia, Richard	Other
Vazquez-Villegas, Christina	Teacher, K-12
Ledo, Monteserrat	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

TIER 1 - Leadership Team
The function and responsibility of each team member as it relates to MTSS and the SIP includes:
Administrators, Mayte Dovale, Principal and Isabel Siblesz, ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps,
allocate resources;
In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Christina Vasquez/Montserrat Ledo, Lead Teachers
• Yakelin Vasquez/Jenny Dominguez , Counselors
• Maritza Garneff, Reading Coach
• Angela Royal, Special Education (SPED) Teacher
In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.
TIER 2
Mayte Dovale, Principal and Isabel Siblesz, ReAndra Jordan, Gabriel Canales and Sheilys Garcia-Suarez, Assistant Principals and members of the MTSS Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
TIER 3 - SST
Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

• What will all students learn? (curriculum based on standards)

• How will we determine if the students have learned? (common assessments)

• How will we respond when students have not learned? (Response to intervention problem solving process and monitoring progress of interventions)

• How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Coral Way K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Mayte Dovale	Principal
Mauricio Restrepo	Teacher
Angela Royal	Teacher
Gina Sands	Teacher
Josefina Novoa	Teacher
Rolando Alvarez	Teacher
Elizabeth Montes	Parent
Jean Marie Ferrara	Parent
Erica Rule	Parent
Allan Miller	Business/Community
Olga Castro	Education Support Employee
Melania Millo	Student
Marlene Figueroa	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Representatives of each membership group of the Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2013-2014 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Development of this school improvement plan

Administrators, Reading Coach, and teachers assisted with the development of this SIP plan by contributing strategies and barriers to each area.

Preparation of the school's annual budget and plan

Members of the school's faculty reviewed proposals, and submitted recommendations to the principal.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC funds were utilized for the Accelerated Reader (AR) program. The amount allocated to AR was $7,050.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dovale, Mayte	Principal
Jordan, Reandra	Assistant Principal
Canales, Gabriel	Assistant Principal
Garcia, Sheilys	Assistant Principal
Garneff, Maritza	Instructional Coach
Ledo, Monteserrat	Teacher, K-12
Vazquez-Villegas, Christina	Teacher, K-12
Royal, Angela	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

• Provide Professional Development in the disaggregation of interim data reports.
• Utilizing the CCRP
• Integrating Reading into daily interventions across the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Leadership Team encourages positive working relationships with teachers by participation in Department Team Meetings. Student academic and behavioral data is utilized to focus the meetings on students' academic and behavioral needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Attendance at education and general career fairs locally, in state, and nationally
Utilization of web-based recruiting as a low-cost, effective method to attract new recruits
Offers of hiring commitment (pre-contract binders) to education majors eligible to teacher critical shortage areas
Conducting seminars with non-education majors at selected colleges/universities prior to their graduation
Principal will monitor all strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program pairs beginning teachers with experienced teachers.
Qualifications for Mentors:
• Must hold a valid professional teaching certificate;
• Minimum of three years of successful teaching experience; and
• Certified at the same level or in the subject area as the new teacher.
Selection Criteria for Mentors:
• Mastery of pedagogical and subject matter skills;
• Evidence of strong interpersonal skills;

• Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
• Evidence of effective teaching and student achievement gains;
• Credibility with colleagues;
• Commitment to personal professional learning demonstrated by frequent participation in professional development;
• Experience working with adult learners; and
• Expertise in accessing data resources and using data to analyze instruction.
Required Training to Become a Mentor:
To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
• Overview of Mentoring and Induction for New Teachers (MINT)
• Introduction to Instructional Mentoring
• Data Coaching
Who Receives a Mentor:
• Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.
Help for Second and Third Year Teachers:• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a department chair, National Board Certified Teacher, etc.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Coral Way K-8 Center utilizes District adopted and supported instructional programs and materials to create
ongoing opportunities for teachers to plan and discuss curriculum that aligns to the Florida standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Coral Way K-8 utilizes the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.
Our school ensures every teacher contributes to literacy improvement of every student by:
• Holding meetings on a regular basis to make decisions about literacy instruction in the school.
• Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
• Providing instruction aligned with the Language Arts Florida Standards for their grade level.
• Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
• Administering assessments which measure instructed standards.

• Monitoring progress at the class and grade level during Department Team Meetings.
• Conducting data chats with students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,200

ELL Tutoring

Strategy Rationale

Allows student's the opportunity to receive additional assistance in attaining the English language. Also serves as a tutorial session to assist ELL students with Common Core Standards.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dovale, Mayte, mdovale@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Strategy: After School Program

Minutes added to school year: 1,200

ELL Tutoring

Strategy Rationale

Allows student's the opportunity to receive additional assistance in attaining the English language. Also serves as a tutorial session to assist ELL students with Common Core Standards.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dovale, Mayte, mdovale@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Strategy: Extended School Day

Minutes added to school year: 1,200

International Studies Program

Strategy Rationale

Allows for students to enter BISO program in grade 9. Also allows for attainment of AP credits.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dovale, Mayte, mdovale@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Interim Assessments, Teacher created test, and formal testing.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists Coral Way K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.
At Coral Way K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Early Childhood Observation System (ECHOS) , Comprehensive English Language Learners Assessment (CELLA), and Florida Assessments for Instruction in Reading (FAIR). Screening data will be collected and aggregated prior to October 2, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.
Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.
For the upcoming year, Coral Way K-8 Center will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well

as receive information relative to the matriculation of students at the school. The principal/assistant principal will also meet with the center directors of neighborhood centers.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　**B =** Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators and identify students in need of support and intervention in the areas of attendance, behavior, and course performance.

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for the students.

G4. See Title 1 PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas. 1a

🔍 G050365

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - Hispanic	74.0
AMO Reading - White	85.0
AMO Reading - ELL	57.0
AMO Reading - SWD	52.0
AMO Reading - ED	71.0
AMO Math - All Students	71.0
AMO Math - Hispanic	70.0
AMO Math - White	75.0
AMO Math - ELL	58.0
AMO Math - SWD	49.0
AMO Math - ED	66.0
FSA - English Language Arts - Proficiency Rate	48.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	80.0
FSA - Mathematics - Proficiency Rate	54.0
Math Gains	72.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- *Reading: McGraw Hill Reading Wonders Series K-5, textbook digital resources, Reading Plus 3-8th, instructional staff, Promethean boards, Reading Coach, ELL after school tutoring, developmental courses available, District Pacing Guides, computer labs. *Math: Mathematics textbook series/digital resources, GIZMOS, instructional staff, Promethean boards, department chairperson, ELL after school tutoring, District Pacing Guides, computer labs. *Science: Pearson series, science liason, Promethean boards, GIZMOS, District Pacing Guides *Social Studies: McGraw-Hill textbooks, Social Studies department chairperson, Promethean boards, district tablets, District Pacing Guides.

Targeted Barriers to Achieving the Goal 3

- Additional opportunities to develop instructional routines and frameworks to increase the effectiveness of planning in all content areas.

Plan to Monitor Progress Toward G1. `8`

Consistently monitor progress and analyze student data to meet the goal of effective planning through collaborative sessions that use pacing guides, task cards and other district developed documents in all content areas.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Interims/ Mid Year Assessments/Florida Standard Assessments

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators and identify students in need of support and intervention in the areas of attendance, behavior, and course performance. `1a`

🔑 G050366

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	
2+ Behavior Referrals	
Level 1 - All Grades	

Resources Available to Support the Goal `2`

- Administrative Team, SPED faculty/staff, school counselors

Targeted Barriers to Achieving the Goal `3`

- Students may be unaware of the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward G2. `8`

Utilize EWS to identify students in need of support and intervention in the area of attendance, behavior and course performance.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Reports, Case Management Forms, Suspension Logs, Student Progress Reports.

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for the students. 1a

G050367

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Core state adopted textbooks, District pacing guides, MDCPS Science/STEM website

Targeted Barriers to Achieving the Goal 3

- Additional exposure to STEM related contest, events and activities.

Plan to Monitor Progress Toward G3. 8

The Leadership Team will monitor project entries and school's performance in competitions and in student project
submissions to STEM related events.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress will be monitored using student projects and participation in the Fairchild Tropical Garden Challenge and our school's STEM Family Night.

G4. See Title 1 PIP 1a

G050368

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Consistently monitor the progress toward meeting the goal of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTA Membership.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Participation Logs, Parent E-mail Documentation, and PTA Membership .

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas. 1

🔑 G050365

G1.B1 Additional opportunities to develop instructional routines and frameworks to increase the effectiveness of planning in all content areas. 2

🔑 B126179

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions in all content areas. 4

🔑 S138546

Strategy Rationale

To assist teachers with promoting consistent, effective routines and frameworks within the classroom in all content areas.

Action Step 1 5

Provide professional development on effective planning to selected personnel who will return to the school site and train teachers during common planning and Wednesday Professional Development days.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Agendas/PD deliverables

Action Step 2 `5`

Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.

Person Responsible

Mayte Dovale

Schedule

Daily, from 10/24/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, student work, common planning agenda

Action Step 3 `5`

Provide additional support to those teachers in need of guidance for effective planning.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Lesson Plans/Agendas/Support logs

Action Step 4 `5`

Administrators will monitor for the effectiveness and fidelity of the implementation of the professional development and additional support provided to those in need by attending common planning sessions in conducting walk throughs.

Person Responsible

Mayte Dovale

Schedule

Daily, from 10/15/2014 to 6/4/2015

Evidence of Completion

Lesson Plans/Student Work

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will conduct daily walk throughs in all content areas. Administrators will attend daily planning/Department meetings in all content areas.

Person Responsible

Mayte Dovale

Schedule

Daily, from 10/15/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Leadership team will monitor district baseline assessments, as well as lesson plans in all content areas.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 11/1/2014 to 5/1/2015

Evidence of Completion

Results of District Interims/ Mid Year Assessments/Florida Standard Assessments and Student Work.

G2. Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators and identify students in need of support and intervention in the areas of attendance, behavior, and course performance. 1

G050366

G2.B1 Students may be unaware of the Student Code of Conduct and the consequences for non-compliance. 2

B126194

G2.B1.S1 In monitoring the Early Warning Systems, 107 students accumulated one or more absences within the first 20 days of school. Parents and students lack of time management skills presents a challenge for attendance and punctuality. Absences, both excused and unexcused, are occurring excessively due to travel time. 4

S138541

Strategy Rationale

Providing students and parents with information about the District's Attendance Policy will help students understand how their academic performance will improve with consistent, daily school attendance. These skills will prepare students for a world that will require them to possess and understand the importance of the life skills of punctuality, dependability, and accountability. Through cooperation and communication between parents, students, and the school, and through following this policy,students will be able to benefit, to the highest level, from their educational experience.

Action Step 1 5

Conduct attendance meetings with parents of students who have excessive absences.

Person Responsible

Jenny Dominguez

Schedule

Monthly, from 10/24/2014 to 5/1/2015

Evidence of Completion

Attendance Records and Case Management Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Consistently monitor attendance reports and follow-up with students and parents as needed.

Person Responsible

Gabriel Canales

Schedule

Monthly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Attendance Records and Case Management Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Follow-up with parents to ensure attendance is being increased for targeted students.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Increased attendance

G2.B1.S2 In monitoring the Early Warning Systems, 45 students accumulated one or more suspensions within the 2013-2014 school year. Suspensions were incurred possibly due to student unfamiliarity with the Student Code Of Conduct and the repercussions of unsatisfactory behavior. 4

S139645

Strategy Rationale

Providing students and parents with information about the Student Code of Conduct which will assist students understanding of how their behavior will improve their academic performance..

Action Step 1 5

Conduct a student assembly and review the Code of Student Conduct.

Person Responsible

Richard Garcia

Schedule

Semiannually, from 8/29/2014 to 2/2/2015

Evidence of Completion

Signature Page - Code of Student Conduct

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor number of SCAMS

Person Responsible

Gabriel Canales

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

COGNOS SCAM Report

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Follow-Up with teachers to ensure students are following Code of Student Conduct.

Person Responsible

Mayte Dovale

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Decrease in suspension rate.

G2.B1.S3 In monitoring the Early Warning Systems, 165 students achieved a level 1 on statewide assessments. `4`

🔑 S139656

Strategy Rationale

Students achieved a level 1 due to lack of foundation skills, language barriers, and poor attendance habits.

Action Step 1 `5`

Students will be provided with intervention and before/after school tutoring opportunities.

Person Responsible

Sheilys Garcia

Schedule

Daily, from 10/13/2014 to 5/29/2015

Evidence of Completion

Tutoring Logs/Reports from Reading Wonder Works (Intervention Program)

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Consistently monitor student data using ThinkGate reports and conduct Data Chats with students.

Person Responsible

Sheilys Garcia

Schedule

Daily, from 10/13/2014 to 5/29/2015

Evidence of Completion

Think Gate Reports/Data Chat Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review student data from intervention and tutoring programs

Person Responsible

Mayte Dovale

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Reading Wonder Works Assessments, Tutoring Assessments Logs

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for the students. 1

G050367

G3.B1 Additional exposure to STEM related contest, events and activities. 2

B126186

G3.B1.S1 Implement collaborative structures to routinely plan STEM related events 4

S138146

Strategy Rationale

To assist teachers with promoting participation in STEM contests and events.

Action Step 1 5

Provide professional development on STEM activities and classroom best practices.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 10/6/2014 to 11/19/2014

Evidence of Completion

Agenda. PD deliverables/handouts. sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will attend planning/Department meetings. Administrators will monitor the participation rate in STEM activities and events.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Participation Rate

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Follow up with teachers on the rate students are participating in STEM contest and events.

Person Responsible

Mayte Dovale

Schedule

Quarterly, from 10/15/2014 to 5/1/2015

Evidence of Completion

STEM contest results, Event Registrations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide professional development on STEM activities and classroom best practices.	Dovale, Mayte	10/6/2014	Agenda. PD deliverables/handouts. sign in sheets	11/19/2014 quarterly
G2.B1.S1.A1	Conduct attendance meetings with parents of students who have excessive absences.	Dominguez, Jenny	10/24/2014	Attendance Records and Case Management Forms	5/1/2015 monthly
G1.B1.S1.A1	Provide professional development on effective planning to selected personnel who will return to the school site and train teachers during common planning and Wednesday Professional Development days.	Dovale, Mayte	10/6/2014	Agendas/PD deliverables	5/1/2015 quarterly
G2.B1.S2.A1	Conduct a student assembly and review the Code of Student Conduct.	Garcia, Richard	8/29/2014	Signature Page - Code of Student Conduct	2/2/2015 semiannually
G2.B1.S3.A1	Students will be provided with intervention and before/after school tutoring opportunities.	Garcia, Sheilys	10/13/2014	Tutoring Logs/Reports from Reading Wonder Works (Intervention Program)	5/29/2015 daily
G1.B1.S1.A2	Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.	Dovale, Mayte	10/24/2014	Lesson Plans, student work, common planning agenda	6/4/2015 daily
G1.B1.S1.A3	Provide additional support to those teachers in need of guidance for effective planning.	Dovale, Mayte	10/27/2014	Lesson Plans/Agendas/Support logs	6/4/2015 monthly
G1.B1.S1.A4	Administrators will monitor for the effectiveness and fidelity of the implementation of the professional development and additional support provided to those in need by attending common planning sessions in conducting walk throughs.	Dovale, Mayte	10/15/2014	Lesson Plans/Student Work	6/4/2015 daily
G1.MA1	Consistently monitor progress and analyze student data to meet the goal of effective planning through collaborative sessions that use pacing guides, task cards and other district developed documents in all content areas.	Dovale, Mayte	8/18/2014	District Interims/ Mid Year Assessments/Florida Standard Assessments	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Leadership team will monitor district baseline assessments, as well as lesson plans in all content areas.	Dovale, Mayte	11/1/2014	Results of District Interims/ Mid Year Assessments/Florida Standard Assessments and Student Work.	5/1/2015 quarterly
G1.B1.S1.MA1	Administrators will conduct daily walk throughs in all content areas. Administrators will attend daily planning/ Department meetings in all content areas.	Dovale, Mayte	10/15/2014	Lesson Plans, Walkthroughs	6/4/2015 daily
G2.MA1	Utilize EWS to identify students in need of support and intervention in the area of attendance, behavior and course performance.	Dovale, Mayte	8/18/2014	Attendance Reports, Case Management Forms, Suspension Logs, Student Progress Reports.	6/4/2015 monthly
G2.B1.S1.MA1	Follow-up with parents to ensure attendance is being increased for targeted students.	Dovale, Mayte	10/24/2014	Increased attendance	6/4/2015 monthly
G2.B1.S1.MA1	Consistently monitor attendance reports and follow-up with students and parents as needed.	Canales, Gabriel	10/24/2014	Attendance Records and Case Management Forms	6/4/2015 monthly
G2.B1.S2.MA1	Follow-Up with teachers to ensure students are following Code of Student Conduct.	Dovale, Mayte	10/3/2014	Decrease in suspension rate.	6/4/2015 monthly
G2.B1.S2.MA1	Monitor number of SCAMS	Canales, Gabriel	9/1/2014	COGNOS SCAM Report	6/5/2015 biweekly
G2.B1.S3.MA1	Review student data from intervention and tutoring programs	Dovale, Mayte	10/13/2014	Reading Wonder Works Assessments, Tutoring Assessments Logs	5/29/2015 monthly
G2.B1.S3.MA1	Consistently monitor student data using ThinkGate reports and conduct Data Chats with students.	Garcia, Sheilys	10/13/2014	Think Gate Reports/Data Chat Logs	5/29/2015 daily
G3.MA1	The Leadership Team will monitor project entries and school's performance in competitions and in student project submissions to STEM related events.	Dovale, Mayte	8/18/2014	Progress will be monitored using student projects and participation in the Fairchild Tropical Garden Challenge and our school's STEM Family Night.	6/4/2015 monthly
G3.B1.S1.MA1	Follow up with teachers on the rate students are participating in STEM contest and events.	Dovale, Mayte	10/15/2014	STEM contest results, Event Registrations	5/1/2015 quarterly
G3.B1.S1.MA1	Administrators will attend planning/ Department meetings. Administrators will monitor the participation rate in STEM activities and events.	Dovale, Mayte	10/15/2014	Participation Rate	5/1/2015 quarterly
G4.MA1	Consistently monitor the progress toward meeting the goal of increasing parental involvement by monitoring Parent Participation Logs, Parent E-mail Documentation, and PTA Membership.	Dovale, Mayte	8/18/2014	Parent Participation Logs, Parent E-mail Documentation, and PTA Membership .	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.

G1.B1 Additional opportunities to develop instructional routines and frameworks to increase the effectiveness of planning in all content areas.

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions in all content areas.

PD Opportunity 1

Provide professional development on effective planning to selected personnel who will return to the school site and train teachers during common planning and Wednesday Professional Development days.

Facilitator

Ms. Garneff/Department Chairpersons

Participants

Teachers in grades K-8

Schedule

Quarterly, from 10/6/2014 to 5/1/2015

PD Opportunity 2

Effective implementation of common planning routines, frameworks evident in lesson plans, and the delivery of instruction.

Facilitator

Ms. Dovale, Ms. Jordan, Ms. Garcia, Dr. Canales, Ms. Garneff, Ms. Ledo, Ms. C. Vasquez

Participants

Teachers in grades K-8

Schedule

Daily, from 10/24/2014 to 6/4/2015

G3. Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for the students.

G3.B1 Additional exposure to STEM related contest, events and activities.

G3.B1.S1 Implement collaborative structures to routinely plan STEM related events

PD Opportunity 1

Provide professional development on STEM activities and classroom best practices.

Facilitator

Science Teachers from grade levels, Ms. Garneff

Participants

Teachers in grades K-8

Schedule

Quarterly, from 10/6/2014 to 11/19/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.	7,250
Goal 2: Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators and identify students in need of support and intervention in the areas of attendance, behavior, and course performance.	11,000
Grand Total	**18,250**

Goal 1: Our goal for the 2014-2015 school year is to increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A2 - Materials/Supplies/Technology programs will be purchased to assist teachers with implementing Goal #1.	School Improvement Funds	7,250
Total Goal 1		**7,250**

Goal 2: Our goal for the 2014-2015 school year is to decrease the number of Early Warning System indicators and identify students in need of support and intervention in the areas of attendance, behavior, and course performance.		
Description	**Source**	**Total**
B1.S3.A1 - Before/After School Tutoring	Title III	11,000
Total Goal 2		**11,000**