COCONUT PALM K-8 ACADEMY

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

In collaboration with parents, students and the community, Coconut Palm K-8 Academy will provide a safe, supportive environment with a variety of educational opportunities designed to empower students to be self-directed learners who attain the knowledge, skills, and character necessary to become confident, responsible, contributing members of our changing and global society.

Provide the school's vision statement

Coconut Palm K-8 Academy will provide a learning environment that encourages and expects academic success, personal growth, and responsible citizenship by establishing rigorous instruction, challenging academic standards, and immersion into the magnet programs in order to prepare students for success in their secondary school of choice.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jose L. Peña

josepena@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

The principal plans, organizes, administers, and directs all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.

Leadership Team Member #2

Employee's Name
Margarita Nova-Marsh

margaritan@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.

Leadership Team Member #3

Employee's Name
Dominique Audain

audaind@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the principal in planning, organizing, administering, and directing all activities and functions at the school, which are essential to the operation of an effective and efficient instructional environment that provides maximum opportunity for student growth.

Leadership Team Member #4

Employee's Name
Amanda Right

331583@dadeschools.net

Position Title
Transformation Reading Coach

Job Duties and Responsibilities

The Instructional Coach directs instructional services related to improving and supporting sixth through eighth grade literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the coaching model to support teachers in effective evidenced-based instructional strategies that will

improve students' academic success.

Leadership Team Member #5

Employee's Name
Lesley-Ann Seerattan

LAseerattan@dadeschools.net

Position Title
Transformation Reading Coach

Job Duties and Responsibilities

The Instructional Coach directs instructional services related to improving and supporting K-5 literacy instruction at the school. The Instructional Coach coordinates collaborative planning to support the development of rigorous standard-based lessons and utilizes the
coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The process for involving stakeholders includes the following:
1. Internal stakeholders such as the principal, assistant principals, School Leadership Team members, and teachers take part in data analysis to determine the areas of focus, evidence based interventions, measurable outcomes, and action steps.
2. External stakeholders at the Region and District level, support the development of our SIP by providing feedback and engaging in Impact Reviews.
3. Our SIP is thoroughly discussed at EESAC meetings where stakeholders such as parents, teachers, students, and community members are present.
4. During Faculty Meetings, teachers and instructional support staff are kept up-to-date on the SIP throughout the school year.
The feedback provided via the various avenues stated above is then used to determine the areas of focus, develop the aligned action steps, as well as make shifts to the SIP throughout the school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Throughout the 25-26 school year, the principal will conduct School Leadership Team meetings to reflect on the effective implementation and impact of the SIP on student achievement. Additionally, in September and January, our School Leadership Team alongside the support of the Education Transformation Office, will engage in Impact Reviews designed to monitor the impact of the SIP. Qualitative and quantitative findings will be utilized to determine necessary strategic shifts. To ensure continuous improvement, our SIP will be revised based on the feedback provided.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	104	105	111	171	147	170	136	144	160	1,248
Absent 10% or more school days	0	16	13	24	16	19	20	14	16	138
One or more suspensions	0	1	1	1	2	2	8	12	8	35
Course failure in English Language Arts (ELA)	0	11	14	31	15	12	16	16	6	121
Course failure in Math	0	9	12	24	13	10	19	13	21	121
Level 1 on statewide ELA assessment	0	0	0	51	46	42	32	39	48	258
Level 1 on statewide Math assessment	0	0	0	36	43	44	0	30	25	178
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	15	30	76	62	75	86	73	80	516
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	13	16	15	23	18	0	0	0	0	85

Current Year 2025-26

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	8	19	27	80	58	54	53	56	60	415

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	14	2	36	1	2	5	5	2	70
Students retained two or more times	0	0	0	10	5	3	7	3	5	33

Prior Year (2024-25) As Last 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 school days	1	17	15	23	17	12	18	12	16	131
One or more suspensions	1		1		2	2	7	10	11	34
Course failure in English Language Arts (ELA)		11	17	32	13	8	12	16	7	116
Course failure in Math		10	14	28	12	8	20	10	25	127
Level 1 on statewide ELA assessment				39	41	69	44	50	62	305
Level 1 on statewide Math assessment				28	30	71	37	50	53	269
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		42	46	94						182
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		26	11	46	22					105

Prior Year (2024-25) As Last Reported (pre-populated)

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	3	29	27	78	52	79	58	66	82	474

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	14	3	40		1	2	3	2	70
Students retained two or more times				10	6	4	7	3	4	34

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	41	67	61	40	65	58	39	61	53
Grade 3 ELA Achievement	40	65	62	26	63	59	30	58	56
ELA Learning Gains	53	66	61	53	64	59			
ELA Lowest 25th Percentile	56	58	55	58	58	54			
Math Achievement*	44	69	62	42	68	59	39	63	55
Math Learning Gains	57	65	60	58	66	61			
Math Lowest 25th Percentile	61	59	53	65	63	56			
Science Achievement	38	62	57	48	60	54	43	56	52
Social Studies Achievement*	66	82	74	66	79	72	72	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	81	79	75	75	77	71	74	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	64	61	60	64	59	36	62	55

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	600
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	54%	51%	56%	36%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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%
Students With Disabilities	37%	Yes	1	
English Language Learners	44%	No		
Black/African American Students	52%	No		
Hispanic Students	55%	No		
White Students	36%	Yes	1	
Economically Disadvantaged Students	55%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	41%	40%	53%	56%	44%	57%	61%	38%	66%	81%			63%
Students With Disabilities	19%	14%	43%	55%	25%	45%	46%	29%	57%				
English Language Learners	24%	14%	47%	54%	41%	63%	68%	22%	45%				63%
Black/African American Students	38%	39%	53%	57%	34%	51%	58%	34%	64%	92%			
Hispanic Students	42%	39%	53%	56%	50%	61%	62%	39%	66%	77%		64%	
White Students	36%		40%		27%	40%							
Economically Disadvantaged Students	41%	35%	52%	53%	43%	56%	61%	39%	69%	92%			59%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	26%	53%	58%	42%	58%	65%	48%	66%	75%			60%
Students With Disabilities	18%	26%	45%	53%	22%	57%	67%	32%	48%				
English Language Learners	32%	35%	48%	58%	36%	59%	68%	29%	56%				60%
Black/African American Students	35%	23%	52%	62%	33%	50%	61%	31%	60%	57%			
Hispanic Students	43%	29%	53%	56%	50%	61%	69%	58%	71%	82%			61%
White Students	45%		50%		18%	64%							
Economically Disadvantaged Students	38%	26%	52%	58%	41%	57%	65%	45%	63%	75%			60%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	39%	30%			39%			43%	72%	74%			36%
Students With Disabilities	23%	13%			23%			24%	55%				60%
English Language Learners	28%	14%			37%			20%	60%				57%
Black/African American Students	31%	29%			30%			39%	74%	75%			
Hispanic Students	44%	30%			45%			45%	71%	76%			57%
White Students	41%				41%			41%	71%				
Economically Disadvantaged Students	37%	29%			37%			41%	71%	72%			44%

E. 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.

			2024-25 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	32%	60%	-28%	57%	-25%
ELA	4	32%	59%	-27%	56%	-24%
ELA	5	33%	60%	-27%	56%	-23%
ELA	6	34%	62%	-28%	60%	-26%
ELA	7	35%	62%	-27%	57%	-22%
ELA	8	40%	60%	-20%	55%	-15%
Math	3	35%	69%	-34%	63%	-28%
Math	4	44%	68%	-24%	62%	-18%
Math	5	35%	62%	-27%	57%	-22%
Math	6	28%	64%	-36%	60%	-32%
Math	7	27%	54%	-27%	50%	-23%
Math	8	48%	60%	-12%	57%	-9%
Science	5	29%	56%	-27%	55%	-26%
Science	8	24%	46%	-22%	49%	-25%
Civics		55%	74%	-19%	71%	-16%
Biology		100%	74%	26%	71%	29%
Algebra		78%	59%	19%	54%	24%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Third grade ELA proficiency showed the most improvement from the prior year with a 14 percentage point increase from 26% proficient in the 23-24 school year to 40% proficient in the 24-25 school year. New actions our school took in this area included implementing a focus on the quality of Tier 1 instruction via collaborative planning and instructional delivery. To support and monitor the quality of planning and instructional delivery, the Reading AP attended weekly collaborative planning sessions led by the ETO Literacy CSS, monitored instruction via targeted classroom walkthroughs, and provided feedback to teachers. Additionally, during collaborative planning, benchmark and strategy focused anchor charts and instruction were discussed; in turn, the teachers utilized these best practices to impact student learning.

Lowest Performance

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

Seventh grade math proficiency showed the lowest performance at 27% proficient. One contributing factor to last year's low seventh grade math proficiency is teacher turnover; due to the loss of a teacher in the 23-24 school year, a new teacher was hired for the 24-25 school year. The teacher was provided support with the goal of building capacity. Yet, further support is needed.

Greatest Decline

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

Science proficiency showed the greatest decline with an 11% point decrease from the 23-24 school year to the 24-25 school year. One contributing factor to last year's science performance was the loss of two science teachers in 5th and 8th grade, midyear. Additionally, there was lack of fidelity to collaborative planning and the use of ETO research-based resources.

Greatest Gap

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 that has the greatest gap when compared to the state average is Grade 3 Achievement. Although grade 3 ELA proficiency improved 14% percentage points from the 23-24 school year to the 24-25 school year, there is still a differential of 22% points in comparison to the State. Possible contributing factors include: lack of student readiness, the amount of third grade retainees and student truancy.

EWS Areas of Concern

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

One EWS area of concern relates to disciplinary referrals. Fifteen percent of our students received one referral, while the tiered school average is 12%. Furthermore, 16% of our students have received two or more referrals, while the tiered average is 13%. Another potential EWS area of concern relates to substantial reading deficiencies. Forty-one percent of our students are demonstrating substantial reading deficiencies while the tiered average is only 30%.

Highest Priorities

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

1. 8th Grade science proficiency
2. 5th Grade science proficiency
3 ELA learning gains and L25s
4. Math learning gains and L25s
5. 3rd Grade ELA proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), White Students (WHT)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Federal Percent of Points Index - Detail report, two subgroups performed below the 41% threshold. SWDs performed at 37% and White students performed at 36%, Specifically, for the White subgroup, in ELA proficiency the students were 36% proficient, 40% of these students made ELA learning gains, 27% were proficient in math, and 40% made math learning gains. For the SWDs subgroup, in ELA proficiency the students were 19% proficient, 25% were proficient in math, and 29% were proficient in science.

Based on the above data and the identified contributing factors of ESE resource teachers teaching two grade levels at once and limited support facilitation, we will implement the Targeted Element, ESSA White and SWDs.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Academic Vocabulary Instruction the expected outcome is a five percentage point increase, evidencing that the subgroup of Students with Disabilities will perform 1% point above the 41% threshold, on the 2025-2026 Federal Percent of Points Index.

With the implementation of Academic Vocabulary Instruction the expected outcome is a six percentage point increase, evidencing that the subgroup of White students will perform 1% point above the 41% threshold, on the 2025-2026 Federal Percent of Points Index.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration and the coaches will discuss the IFC during the SLT meeting.

Administration will take part in this collaborative planning session.

Administration and the coaches will discuss progress monitoring data during the SLT meeting.

Person responsible for monitoring outcome
Jose L. Peña

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:
Because Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners and is associated with the benchmarks/standards/content being taught, it will assist students in enhancing their comprehension of text through vocabulary development and the use of strategies.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Develop and Plan for DI Vocabulary Instruction

Person Monitoring:	**By When/Frequency:**
Jose L. Peña	9/5/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instructional coaches will develop and plan for DI vocabulary instruction through the development of an IFC for SWDs. To monitor this action step: Administration and the coaches will discuss the IFC during the SLT meeting.

Action Step #2
Share IFC and Vocabulary Strategies with ESE Teachers

Person Monitoring:	**By When/Frequency:**
Jose L. Peña	9/19/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
All instructional coaches will meet with their respective teachers to share the IFC and plan for implementation with the support of ESE resource and support facilitation teachers. To monitor this action step: Administration will take part in this collaborative planning session.

Action Step #3
Progress Monitor

Person Monitoring:	**By When/Frequency:**
Jose L. Peña	9/26/25 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instructional coaches will track the progress of both subgroups on PMA/UA/Topic assessments and debrief with teachers. To monitor this action step: Administration and the coaches will discuss progress monitoring data during the SLT meeting.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Science NGSSA data, 38% of 5th and 8th grade students combined scored proficient. Based on the data and the identified contributing factors of the loss of a lead 8th grade science teacher and a 5th grade science teacher as well as inconsistent collaborative planning and use of ETO resources, we will implement the targeted strategy of Student Data Conferencing.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Student Data Conferencing, the expected outcome is a 6-percentage point increase, 44%, in the number of 5th and 8th grade students achieving proficiency on the 2025-2026 5th grade Science NGSSA and 8th grade Biology EOC by the end of the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Science Assistant Principal will conduct quarterly data chats with teachers.

The Science Assistant Principal will follow up with teachers regarding their data conferences.

Administration will provide resources and professional development aligned to science benchmarks and train teachers on how to analyze data using Power BI.

Person responsible for monitoring outcome
Dominique Audain

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Student Data Conferencing: Conferencing is an instructional technique. Students meet individually with the teacher to receive corrective feedback. In turn, the students utilize the individualized feedback to revise and edit their work.

Rationale:
Individualized feedback through conferencing empowers students to take ownership of their learning. It promotes reflection, goal-setting, and academic growth by making data more meaningful and actionable for students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Create Student Data Tracker

| **Person Monitoring:** | **By When/Frequency:** |
| Dominique Audain | 9/5/25 - Quarterly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Reading Coach will design a Student Data Tracker that allows students to record and reflect on their performance after each topic assessment in science. To monitor this action step: The Science AP will verify that the tracker is created and distributed by the end of the first quarter.

Action Step #2
Train Teachers to Use the Online Data Tracker

| **Person Monitoring:** | **By When/Frequency:** |
| Dominique Audain | 9/12/25 - Quarterly |

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
The Reading Coach will train 5th and 8th grade science teachers on how to effectively use the Online Class Data Tracker and utilize Power BI and Performance Matters to support instructional planning and student conferencing. To monitor this action step: The Science Assistant Principal will follow up with teachers regarding their data conferences.

Action Step #3
Conduct Student-Teacher Data Chats

Person Monitoring:	**By When/Frequency:**
Dominique Audain	9/26/25 - Quartely

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will schedule and conduct individual data chats with students following each topic assessment. To monitor this action step: The assistant principal will verify that data chats are occurring by reviewing teacher schedules and observing selected conferences.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024-2025 FAST PM3 data, only 40% of 3rd graders, 43% of 4th graders, and 39% of 5th graders scored proficiently. Based on the data and the identified contributing factors of pushing tier 1 planning and instruction, incorporating metacognition strategies in planning and instruction, and conducting student data chats, to maintain this output, we will implement the targeted element of tier 1 collaborative planning.

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

Collaborative Planning

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

Collaborative Planning

Grades K-2: Measurable Outcome(s)

With the implementation of Collaborative Planning, the expected outcome is for 45% of kinder through grade two students to achieve proficiency on the 2025-2026 FAST PM3 Star Literacy/Star Reading test.

Grades 3-5: Measurable Outcome(s)

With the implementation of Collaborative Planning, the expected outcome is for 45% of 3rd-5th graders to achieve proficiency on the 2025-2026 FAST PM3 ELA test.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Margarita Nova-Marsh

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Standards-Based Collaborative Planning enhances lesson quality and instructional effectiveness by encouraging teachers to share best practices, resources, and refine their instructional practices. This approach fosters professional growth through constructive feedback and continuous learning. It enables the development of differentiated instruction to support diverse learning needs, ultimately improving student achievement

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Create DI Groups

Person Monitoring:
Margarita Nova-Marsh

By When/Frequency:
8/22/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The reading coach will support the ELA teachers in analyzing historical data on FAST PM3 student performance to identify student needs. This evaluation will inform the development of differentiated instruction small group as well as the resources. To monitor this action step: The ELA AP will conduct walkthrough with DI small group lookfors.

Action Step #2
Tier 1 Pre-Planning Framework and Planning

Person Monitoring:
Margarita Nova-Marsh

By When/Frequency:
8/29/25 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The reading coach will meet with each grade level, K-5, to set expectations for Tier 1 preplanning and collaborative planning. To monitor this action step: Administration will support the reading coach in developing these expectations and take part in the collaborative planning.

Action Step #3
Realigning DI and Mini Data Chats

Person Monitoring:
Margarita Nova-Marsh

By When/Frequency:
9/12/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilizing FAST PM1 data, administration, reading coach, and teachers will engage in a data chat to determine the needs of students and make shifts in initial small groups for DI. To monitor this action step: Administration will take part in the collaborative planning sessions dedicated to making shifts in DI groups and the data chats.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to 2024-2025 End of Year Climate Survey data, 68% of teachers felt that overall school climate is positive and helps students learn. Based on the data and the identified contributing factors of limited Sunshine Club events and more support needed for new teachers, we will implement more team building activities.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of team building activities, the expected outcome is an increase of 5% of instructional staff stating that there is a positive learning environment according to the completion of the 2025-2026 End of Year Climate Survey.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Both events will be evidenced on the OOS agendas.

Administration will ensure this activity is evidenced on the Faculty Meeting Agenda as well as discussed during the SLT meeting.

Administration will discuss the Staff Social Events Calendar during the SLT Meeting.

Person responsible for monitoring outcome
Jose L. Peña

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale:
If the leadership team in conjunction with administrative support implements team building activities throughout the school year, staff members should feel appreciated and enjoy their work environment, evidencing a positive increase in day-to-day climate and overall culture.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Opening of Schools Team Building Activities

Person Monitoring:
Jose L. Peña

By When/Frequency:
8/15/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During our 2-day Opening of Schools event, administration will implement a team breakfast and team building activity. To monitor this action step: Both events will be evidenced on the OOS agendas.

Action Step #2
Reignite the Sunshine Club

Person Monitoring:
Jose L. Peña

By When/Frequency:
9/5/25 - Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Sunshine Club will implement a team building activity to recruit new members during the first September Faculty Meeting. To monitor this action step: Administration will ensure this activity is evidenced on the Faculty Meeting Agenda as well as discussed during the SLT meeting.

Action Step #3
Staff Social Events 25-26 Calendar

Person Monitoring:
Jose L. Peña

By When/Frequency:
9/15/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Sunshine Club will plan and implement staff social events throughout the school year to build relationships and improve day-to-day climate. To monitor this action step: Administration will discuss the Staff Social Events Calendar during the SLT Meeting.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

This SIP will be disseminated to stakeholders, including students, families, school staff and leadership, and local businesses and organizations through faculty meetings, Parent Academy workshops, Educational Excellence School Advisory Council (EESAC) meetings, and our school website at https://coconutpalmk8.net/.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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. We will begin doing so with a parent orientation before the first day of school this year. We will also host Open House, parent data nights, community involvement events (such as Trunk or Treat and WinterFest), and updates on our website, School Messenger, social media platforms, and our school website at https://coconutpalmk8.net/.

Plans to Strengthen the Academic Program
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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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. We intend to do this through targeted, standards-based, data-driven instruction, standards-aligned collaborative planning, differentiated instruction, intervention, and extended learning.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs. These programs include Project Upstart, school nutrition programs, after school programs, and extended learning programs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies are in place to improve students' skills outside the academic subject areas. This includes ensuring our counselors and student services team are available to students and hosting Kindness and Mental Wellness Clubs.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical educator programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school include our magnet programs and partnerships with nearby high schools. Our magnet programs include classes for introductions to agriscience professions and introductions to medical biotechnology professions. Partnerships with nearby high schools include magnet fairs and school tours to help students learn about high school options available to them.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services include counselor and student services support. We also host clubs, such as Kindness Club and Mental Wellness Club in addition to integrated social-emotional learning lessons within classes. We create a Discipline Committee as well, in efforts to support teachers with classroom management.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 occur on an ongoing basis throughout the school year. The school facilitates in-house professional development opportunities on District professional development days based on school needs, provides weekly collaborative planning in reading and math, implements mentorship for new teachers, and invites presenters to provide professional development during selected faculty meetings.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs include a pre-kindergarten class within the school and orientation prior to the first day of school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Coconut Palm K-8 Academy's process of reviewing the use of resources is a collaborative effort driven by data. The school's EESAC, in conjunction with the school leadership team, uses a School Improvement Plan as a roadmap. The school regularly analyzes student data through the MTSS framework to identify needs and allocate resources accordingly. ESE Support Facilitation and Resource teachers provide support to students in need via a pull out or push in model; additionally, interventionists are hired to support students in need as well. This process is further supported and monitored by Miami-Dade County Public Schools Education Transformation Office through its allocation plans and review processes, ensuring that resources are aligned with the identified needs of all students.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

At Coconut Palm K8 Academy, both Title I Interventionists and ESE (Exceptional Student Education) Support Facilitation and Resource teachers serve as crucial resources to address diverse student needs. While both roles aim to support student success, they focus on different areas. Title I Interventionists work with students who need additional support in reading, writing, or mathematics. They provide targeted, small-group interventions to students identified as academically at-risk, aiming to close achievement gaps. These services are funded through federal Title I grants and are designed to provide extra help beyond the core classroom instruction. ESE Support Facilitation and Resource teachers specialize in assisting students with documented disabilities (e.g., specific learning disabilities, autism spectrum disorder, emotional/behavioral disabilities). They provide support in various ways, including:

- Support Facilitation: Co-teaching with general education teachers to modify instruction and accommodations within the general education classroom.
- Resource: Providing direct, specialized instruction to small groups of students in a separate setting to address goals outlined in their Individualized Education Programs (IEPs).

Together, these professionals create a comprehensive support system at Coconut Palm K8 Academy, ensuring that students, whether they are struggling academically or have a disability, receive the specific resources and interventions necessary to thrive.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00