
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1001 - Coral Park Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Maria Nunez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Coral Park Elementary School

Built in 1960, Coral Park Elementary School serves 924 students from Kindergarten through fifth grade and 79 students in our new Voluntary Pre-K Program. The student population consists of ninety-two percent Hispanic, one percent Black, five percent White, and two percent Asian/Indian/Multiracial. The school achieves low mobility rate, with a high stability rate of 97.5%. These students attend pre-kindergarten through grade five. The school services the community by providing before and after-school child care, Saturday school, Gifted Resource, and now, inclusion classes with our SWD (Students With Disabilities). Students' individual needs are met through the implementation of the following programs:

- **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):** Coral Park Elementary students enter school with varied backgrounds in their native languages and different proficiency levels. This program is based on curriculum established by the stages of second language acquisition and development.
- **SCIENCE LABORATORY, FOSS:** A single science theme, such as levers, is developed at the different grade levels. A Learning Lab contains the material for each of these themes. The students get to pose a hypothesis, conduct hands-on experiments, and compare results to those of their peers. They also conclude if their own hypothesis was correct. They experience the use of common materials to conduct straight forward scientifically sound experiments, and relate the science theme to their own life experiences.
- **ACCELERATED READER (AR) and STAR:** An easy to use computer based tool that inspires all kids to read more and higher leveled books. It combines the best in children's literature with intuitive software that tests comprehension. The software also manages all student records and reliably tracks reading performance. The reading point system establishes a clear program of goals and recognition that motivates students to read more. It builds on reading comprehension skills. It is based on three simple steps: First, select a book-reading levels range from pre-primer through high school. Then, students read the books at their own pace. Finally, they take a computerized multiple-choice test. The students get immediate feedback on their reading comprehension skills in the form of points based on the length, level of the book, and on the student's test score.
- **RIVERDEEP DESTINATION MATH and READING:** An Internet portal hosted at the District Office to help our children practice reading and math skills. This program is available for all Coral Park students from pre-kindergarten to fifth grade. All Coral Park Elementary teachers will be using Destination Riverdeep Math and Riverdeep Reading this year. Students will use a username and Password to gain access to the site. Teachers will provide the students with this information. The Riverdeep Math and Reading program provides tutorials for reviewing math content and skills for students to practice on line. Riverdeep Destination Math and Destination Reading is easily accessible both at home and at school.
- **STUDENTS WITH DISABILITIES (SWD):** Inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom program full-time. All services must be provided to that child in a general education setting. It should be understood that there often is a philosophical or conceptual distinction made between mainstreaming and inclusion.

- **TEACHING ENRICHMENT PROGRAMS:** The Academic Excellence Program (AEP) augments the curriculum for academically talented elementary students. This program stresses skills such as inquiry, reasoning, analysis, and synthesis, which are necessary for success in all subjects. AEP's focus is on the thinking process. In this program, students experience activities for a minimum of four hours per week designed to enhance the development of higher order critical thinking skills as well as their application.
- **EXTENDED FOREIGN LANGUAGE PROGRAM (BILINGUAL LANGUAGE):** This program is designed to accommodate the linguistic needs of students, including those who are limited English proficient (LEP), English acquired as a second language, and/or native English speaking students. Students are instructed using second language strategies as necessary in the same manner that LEP students are provided special instruction in English during the social studies content hour. (Selected classrooms-Grade K-4)
- **EXTENDED LEARNING:** The Coral Park Tutorial Program is designed to provide additional support to struggling students in second through fifth grade who have been identified as showing low proficiency levels in reading and math. The tutoring model consists of direct, individual instruction in struggling benchmarks and clusters.
- **ENLACE MIAMI (Engaging Latino Communities for Education):** A special Kellogg Foundation initiative to foster innovative cooperative partnerships between schools, colleges, communities, businesses, and students to increase opportunities for Hispanic students to pursue a higher education. We currently have a partnership with Florida International University's Engineering Program with our school.
- **CHILDREN'S TRUST (after school enrichment program):** Recognizing that the needs of children in Miami-Dade County far exceeds the resources and support systems available, The Children's Trust was created by voter referendum in 2002 as a dedicated source of funding to meet those needs. The Trust, the staff, and 33-member board are committed to funding programs that offer the highest possible quality services, with the goals of implementing best practices and improving the lives of children and families in our community. A strong emphasis on active partnerships that move beyond typical mechanisms of collaboration is critical to improving services and access for children and families in Miami-Dade. The Trust encourages creative approaches to coordinating, integrating, and funding services across and within the areas of health, safety, development, and to promote increased parental and community involvement on behalf of all of our children, as an addition to our after-school program.
- **DRUG AWARENESS RESISTANCE EDUCATION (DARE):** D.A.R.E. teaches kids how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, and other drugs. The D.A.R.E. program is introduced to our fifth grade children. A specially trained officer comes into Coral Park and teaches the children. D.A.R.E. has launched a new elementary school curriculum this year.
- **MIAMI CHILDREN'S HEALTH MOBILE:** Community Link's Health On Wheels is a self-contained mobile health clinic housed in a 37-foot bus for our students to receive health check-ups.
- **BIG BROTHERS/BIG SISTERS MENTORING PROGRAM:** The Big Brothers Big Sisters Vision is successful mentoring relationships for all children who need and want them, contributing to better schools, brighter futures, and stronger communities for all. The Big Brothers Big Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with measurable impact.
- **VOLUNTARY PRE-K PROGRAM:** The program, created after a 2002 constitutional amendment began requiring a "high quality," free, universal pre-K program. Florida's program allows parents of any resident four-year-old to choose among public, private, and faith-based providers for a 540-hour school-year program. This year our school has

initiated two classrooms for the pre-kindergarten program.

- **KIDS AND THE POWER OF WORK (KAPOW):** KAPOW, a program of the National Child Labor Committee, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years. Last year our students participated with Calder's Race Track.
- **ART AND MUSIC CLUB:** The Art and Music Club in Coral Park Elementary were created for students to be involved in the visual and performing arts through activities outside of class. The clubs welcome any student who has an interest in fine arts as a hobby, music, or is artistically talented and may be considering a career in art and music. The purpose of the Art and Music Club is for involvement in school and community projects to promote an appreciation of the fine and performing arts by broadening student exposure in the arts.
- **SPORTS AND DANCE PROGRAMS** through the Before/After School Care: In this increasingly competitive information age and creative economy, knowledge and skills in the arts and music are important in their own right. However, when done well, the integration of the arts into after-school programs helps build and reinforce important student learning. Not only does it help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education also can promote learning in core subjects such as reading, writing, and math.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 90 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 94 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will maintain and/or improve their writing skills as evidenced by 95 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase of the mean scale score to 325 as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a two percent increase in parental and community workshops and activities, as evidenced by comparing the parent attendance logs for the 2005-2006 school year to the 2004-2005 school year.

Given an emphasis on attendance, the number of students with 10 or more absences will decrease by 15 percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Given increased attention to the use of technology, faculty, staff, and students at Coral Park Elementary School will increase by three percentage points the 2005 Star School Profile, as it is evident by performing at or above the county and state-wide averages in 57% (nine out of the 14) of the profile categories.

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test standards, students in grades four through five will improve their overall physical fitness skills by a five percent increase as evidenced by 73 percent of the students meeting those standards and receiving awards in the 2005-2006 administration of the Presidential Physical Fitness Test as compared to the 2004-2005 administration of the Presidential Physical Fitness Test.

Given emphasis on the benefits of joining an Art and/or Music Clubs, the number of students attending and participating in the Art and/or Music Clubs will remain at 90% of capacity during the 2005-2006 school year.

Coral Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 91st percentile in 2003 to the 92nd percentile on the next publication of the index.

The School Improvement Plan (SIP) in conjunction with these programs will ensure the attainment of Coral Park Elementary's mission: Together with the support of the parents and community, to instill values so that each student will become a responsible, confident, and productive citizen. The mantra for our students is "to be loved, to belong, and to become" productive citizens to ensure the students' success in order to enrich themselves, our community, and ultimately, our world. To further meet the needs of the students, all pertinent data (including the 2004-2005 results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science) is analyzed by the Coral Park Elementary School staff and EESAC.

A variety of carefully selected strategies, including academic intervention programs before and after school, will support the attainment of these objectives. The staff, students, and community of Coral Park Elementary School will put into practice these strategies, seeking an increase in all areas. The implementation of this plan will promote and facilitate Coral Park Elementary School's mission.

In addition to the SIP, the results of the 2005 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives set forth in the 2005-2006 School Improvement Plan. The results were favorable in all seven categories. Coral Park's strengths are most evident in Leadership (Category 1) and Human Resource Focus (Category 5). Coral Park's ranking in Category 1 demonstrates that the faculty and staff are cognizant of their supervisor and organization and how to best meet the children's needs; thus, ensuring customer satisfaction and loyalty. The results for Category 5 indicate that Coral Park's employees are adept at measuring and analyzing the quality of their work. This allows the faculty and staff to determine the most appropriate course of action in order to reach the school's goals. Through self-surveys and professional development opportunities, the goals and objectives can be attainable. Although high employee satisfaction is evident, a very small percentage of the faculty and staff felt that customer feedback and satisfaction was not evident. In addition, a few employees were unaware of how well the organization was doing financially. Budget report and trainings will be offered to improve and meet the needs of the employees at faculty meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Coral Park Elementary School

VISION

We believe that life-long learning is valuable to the youngest citizens in our community.

MISSION

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

The principal at Coral Park Elementary provides strong instructional leadership to guarantee all students a solid foundation of knowledge. This also contributes to ensuring student achievement by providing quality education in a safe and nurturing environment.

It is Coral Park Elementary's mantra for our students "to be loved, to belong, and to become" productive citizens to ensure the students' success in order to enrich themselves, our community, and ultimately, our world.

CORE VALUES

Coral Park Elementary School's core values are: 1) Everyone can learn; 2) A safe learning environment is paramount; 3) Customers are a priority; 4) Uphold high standards of professionalism. These core values define our school theme this year which is "Light the Way to Success".

School Demographics

Coral Park Elementary School has maintained an A status for five consecutive years as evidenced by the Florida Comprehensive Assessment Test (FCAT). In order to reach that level of achievement, we have utilized the Saturday School program, after-school and before-school tutoring, the Accelerated Reader Program, Voyager, and ultimately, parental involvement.

The objectives and activities will complement our mission to develop the whole child in an enriching academic environment and to develop life-long learners in the pursuit of excellence.

Coral Park Elementary School is located on 9.12 acres in central Miami Dade County at 1225 SW 97th Avenue. It consists of ten buildings housing 50 classrooms, a media center, a music center, a cafetorium, and a new concretable building, along with eight portables. It serves 924 students from the surrounding neighborhood, including standard curriculum students, SWD students, LEP students, and economically disadvantaged students. Our Voluntary Pre-kindergarten Enrichment Program adds 79 students to our enrollment. The ethnic/racial makeup of the student population is 92 percent Hispanic, 5 percent White, 1 percent Black, and 2 percent Asian/Indian/Multiracial. The stability rate of the school is 97.5 percent. The ethnic/racial makeup of the teacher population is 73 percent Hispanic, 11 percent Anglo, and 17 percent Black. Nine percent of our teacher population is male and 91 percent is female. Thirty eight percent of our 66 teachers have a master's degree and 2 percent have a specialist degree. We have five beginning teachers, as well as two National Board Certified Teachers.

Coral Park Elementary School faces many challenges this year for a myriad of reasons. One of the most pervasive among these reasons is the maintenance of an exemplary status of an A school. In order to fulfill this obstacle, our school has formed a curriculum and leadership team (CT). At no other time have the responsibilities of administration and leadership been so complex - and the need for high expectations been so imperative. This team was formed on a voluntary basis to create and allocate instructional and professional development in various curriculum areas: reading, writing, math, content, as well social services provided at the school. It is important to state that this school year; Coral Park Elementary has five beginning teachers strategically placed to reduce class size across the grade levels. We have assigned one new teacher in every grade level except in kindergarten and first grade. Our curriculum team, which is composed of grade level chair persons (kindergarten through fifth grades), National Board Certified Teachers, in-house assigned reading, math, and content representatives, will disseminate information to these five beginning teachers, as well as to the faculty at our school. Another critical challenge Coral Park Elementary faces is to continue to implement to the fullest potential, the "Plan, Do, Study, Act" (PDSA) Cycle. Our final challenge is to bring the needs of all our subgroups to the forefront, and accommodate students' needs under the No Child Left Behind Act.

The LEP program has been highly enhanced by the use of two computer labs through the JOSTENS Program. The staff has also received training in the latest LEP teaching strategies. Our kindergarten teachers have been trained in Waterford Early Reading. Another group in need of the school's attention has been the Exceptional Student Education Program, which contains our subgroup of Students with Disability. To fully service this special group of students, the school has implemented inclusion programs from pre-school through fifth grade, providing language arts and mathematics support with the Exceptional Education teacher. We also have a self-contained program for our students identified as Trainable Mentally Handicapped (TMH). "The inclusion of children with disabilities in general preschool and elementary school is becoming more and more common. Parents, teachers, and researchers have found that children benefit in many ways from integrated programs that are designed to meet the needs of all children. Many children with disabilities, however, need accommodations to participate successfully in the general classroom. Teachers and other staff often require current information, skills training, and even additional staff to meet the needs of these children. The information that follows provides strategies for working with children in inclusive early childhood environments." (From *Preschool Inclusion* by Claire C. Cavallaro & Michele Haney. Paul H. Brookes Publishing Co.) Coral Park Elementary has established an in-house Gifted program to fully service these particular groups of students. The Gifted students are given Language

Arts and Social Studies instruction in an enriching and academically advanced environment. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs throughout the day.

“The mission of public schooling is to offer every child full and equal educational opportunity, regardless of the background, education, and income of their parents. To achieve this goal, no time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading, rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives. Supplementary tutoring and remedial instruction can help young readers who are doing poorly”, as stated by “Starting Out Right”, (1998). According to the Florida School Report, "Improvement at Coral Park is attributed to a total school-wide achievement plan." Our strategies include Saturday "Kids Club" (intensive remediation program), "Preparing All Students for Success" (P.A.S.S.) Program which includes before and after school tutoring, small group instruction, weekly assessments and monitoring, as well as the continuation of the highly successful "Parents As Volunteers in Education" (P.A.V.E.). Coral Park Elementary believes that all students should be loved, should belong, and should become responsible, confident, and productive citizens. These beliefs are the motivation for the school improvement plan and all actions undertaken to implement that plan.

School Foundation

Leadership:

At Coral Park Elementary School, teachers, paraprofessionals, office staff, parents and students, and the community are represented on the EESAC Committee. The school's administration creates an environment for empowerment, innovation and organizational agility by encouraging and supporting the professional development of faculty and staff, parental involvement, and students' academic growth. The results of the 2005 Organizational Performance Improvement Snapshot shows this category to be one of our strengths. Especially, when it comes down to the supervisor and work environment surrounding the staff here at Coral Park Elementary.

District Strategic Planning Alignment:

The Coral Park Elementary School Strategic Planning Process is a comprehensive integrated management process that incorporates the expectations of our stakeholders and reflects our vision, mission, and core values. This process is ongoing and systematically joins the components of two plans: the academic and operational. The strategic planning process utilizes the Plan-Do-Study-Act cycle and includes seven steps: Collect, Interpret, Develop, Implement, Review, Change, and Act. The overall strategic planning process is used to develop a short(1) one-year and long (5) five-year term plan in accordance with the Miami-Dade County Public Schools Five-Year District Plan. The overall strategic plan is the organization's long term plan while the Schools' Improvement Plan and the Operational Plan include short term annual action plans. This process continues all efforts at Coral Park Elementary School while meeting the special requirements for our community. Through the snapshot survey, the staff here at Coral Park knows the goals and objectives of the school and district, as well as the progress being made. Input to district and school initiatives is highly desired from our teachers and staff.

Stakeholder Engagement:

Coral Park Elementary School expects the best of their students and requires them to fulfill their potential as based upon school's theme this year; Light the Way to Success. Customers and stakeholders are committed in a partnership of active involvement to meet the goals of both school and district operations. The organization adheres to the required customer and market requirements established by Florida Department of Education and Miami-Dade County Public Schools and No Child Left Behind Federal Legislation.

The target customer segments of Coral Park Elementary School are defined by attendance boundaries established by Miami-Dade County Public Schools. These boundaries include an area with a two-mile radius. In meeting, measuring, and determining the requirements of the school's customer/stakeholder groups, Coral Park Elementary School has in place a systematic method to collect and analyze data from other organizations.

Through the results of the 2005 Organizational Performance Improvement Snapshot, our customers and satisfaction is our number one priority.

Faculty & Staff:

Coral Park Elementary School utilizes a multi-tiered, team-based system to organize and manage work to promote cooperation, individual initiative, empowerment, and innovation in order to meet the needs of all our customers and stakeholders. All employees, including administrators, teachers, full-time and hourly paraprofessionals, office

employees, cafeteria, custodial, security, and after school care workers participate on teams that analyze and integrate data for Strategic Planning and deployment. These teams create and establish our Curriculum Teams (CT). The inter-relationship of the teams and the utilization of Plan-Do-Study-Act cycle allow Coral Park Elementary School the agility to keep current with the organizational needs. Teams are active in identifying and setting their objectives, and the administration monitors the activities and progress of these teams to ensure they are meeting the organization's goals. The staff at Coral Park Elementary is capable of analyzing their needs and making corrections through professional development as a result of the 2005 Organizational Performance Improvement Snapshot.

Data/Information/Knowledge Management:

At Coral Park Elementary School, the main product is academic achievement and in order to optimize good customer/stakeholder relations and stakeholder satisfaction, the monitoring of achievement and process is paramount. Coral Park Elementary School uses an array of data and information to plan, align, manage, and improve operations throughout the organization.

Academically, the organization analyzes several measures that determine student performance. These measures allow the educator at the classroom level to determine a course of action or strategy to assist the student in reaching his or her academic goal or objective. Progress is monitored and curriculum is adjusted when students' results do not meet expectations.

According to the 2005 Organizational Performance Improvement Snapshot, faculty and staff requested more information on budgeting and financing issues related to the school.

Education Design:

Extended Learning Opportunities: To supplement instruction for ESE and low performing students, tutoring has been instituted before, during and after school as well as a Saturday school. These programs are implemented utilizing funds from the EESAC, FCAT Student Enhancement Program, before and after school funding, as well as grant monies from the Children's Trust program. Extended Learning Opportunities are also offered through the district funded after school Academic Excellence Program to provide enrichment to high achieving students. This program includes a chess class to develop high level thinking skills. The gifted students are provided with extended learning opportunities funded through the school budget to prepare them to meet the challenges of high level creative and critical thinking materials. Certified teachers provide instruction before, during, after school, and Saturday school. Tutors are hired to supplement general instruction during the day. Students enrolled in these programs work in small groups with more individualized instruction to help accelerate their learning.

School-wide Improvement Model: Coral Park Elementary School implements the Plan, Do, Study, Act (PDSA) Instructional Cycle as the schoolwide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four-step analysis approach for continuous improvement. The four-step process includes the following. (1) Plan-for change aimed at improvement, collect data, and establish a time line, (2) Do- implement the plan, (3) Study-analyze data to assess results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.

The school implements a school wide tutorial program that is offered before, during, and after school as well as on Saturday to assist students by re-teaching benchmarks in which they need additional help. In addition, enrichment opportunities will be provided in the areas that need reinforcement.

The school also implements a school wide Character Education Program through the principal's monthly project to instill a set of values at the school to create an environment that will yield high student performance. The nine Character education core values are: (1) Pursuit of Excellence, (2) Responsibility, (3) Citizenship, (4) Kindness, (5) Honesty, (6) Integrity, (7) Respect, (8) Cooperation, and (9) Fairness. Implementation of the Character Education Program will foster, in all children, the nine core character values necessary for becoming productive citizens.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot submitted by the faculty and staff indicates favorable results in all seven categories. Faculty and staff are aware of all goals and objectives and the means needed to reach high performance standards. In the 2005 FCAT administration, 86% of our students met high standards in Reading, 89% in Mathematics, and 95% in Writing. School climate results show continuous satisfaction by giving Coral Park Elementary School an "A" grade for the past five consecutive years. Internal Account, Property Control, and Before/After School Care audits show no audit exceptions for the past ten years.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Increase student reading comprehension skills school wide.

Needs Assessment

Coral Park Elementary School conducted an analysis of the 2005 FCAT reading data in grade levels three through five. The data revealed that 14 percent of the students in grades three through five are reading below grade level as evidenced by scores falling below Level 3. The lowest performing grade level in reading was fourth grade with 79 percent of the students scoring Level 3 or above, in comparison to 81 percent of fifth grade students that scored at Level 3 or above, while the best performance was demonstrated by the third grade students with 83 percent scoring Level 3 or above. An in-depth analysis of each grade showed the following: Seventeen (17) percent of students are reading below grade level in grade three. These students are most successful with Comparisons, Main Idea, and Author's Purpose, while showing their strength in Reference and Research. However, these students need additional help with Words and Phrases. As a result, they need assistance in phonemes, phonics, multi-meaning words, words in context, and identifying context clues. In grade four, 21 percent of the students are reading below grade level as evidenced by scores on the 2005 Reading FCAT administration. These students are most successful with Words and Phrases, and Main Idea and Author's Purpose. However, these students need additional help in Comparisons, and Reference and Research. Moreover, the greatest area of need is Reference and Research. As a result, students need further assistance with multiple representations and using information in tables and graphs. In grade five, 19 percent of the students are reading below grade level as also evidenced by scores on the 2005 Reading FCAT administration. These students have shown an increase in all of the benchmarks and will continue working on improving the strands. This data indicates that teachers at Coral Park Elementary need to take a closer look at analyzing assessment data

focusing on areas in which students scored the lowest. They also need to take part in all professional development activities related to Reading Comprehension, promoting fluency and vocabulary development schoolwide to promote reading achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 90 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Student Performance Indicator (SPI) to disaggregate and analyze reading test data trends of students in grades three through five to provide instructional focus.	Administrator	8/8/2005	05/24/06
Identify Level 1 and 2, SWD, and LEP students on the FCAT Reading Test to provide tutorial intervention services before, during, after school and Saturday Academy, emphasizing the content areas of Words/Phrases and Reference/Research.	Administrator	08/08/05	05/24/06
Utilize a parent contract in which parents will commit to read with their children at least thirty (30) minutes daily.	Administrator	08/08/05	05/24/06
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in reading. The four -step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to access results, and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrator	8/8/2005	05/24/06
Continue CRISS Strategies at all levels to assist students in reading comprehension and vocabulary development.	Administrator	08/08/05	05/24/06
Utilize Accelerated Reader (AR) and STAR in grades three through five to monitor student independent reading comprehension progress as evidenced by individual book tests results.	Administrator Media Specialist	08/08/05	05/24/06

Research-Based Programs

- Houghton Mifflin, 2003 Edition
- Comprehensive Research Based Reading Plan (CRRP)
- Voyager Passport Program
- Early Success
- Soar to Success
- Lexia Learning System Educational Software
- Waterford Early Learning
- Compass Learning

Professional Development

In order to improve Reading instruction to promote student achievement, the following training sessions will be attended:

1. Assessment Plan: DIBELS was held September/October, 2005.
2. Project Becoming Effective Active Readers (B.E.A.R.) will be held October, November, as well as December, 2005.
3. Project Opening Worlds of Literacy (O.W.L) will be held October, November, as well as December, 2005.
4. Project Developing Reading and Writing (D.R.A.W.) will be held October, November, and December, 2005.
5. Creating Independence through Student-owned Strategies (CRISS) training date is to be announced.
6. The Reading Coach Meetings are to be held from August 2005 through May 2006.
7. Reading Standards Staff Development is to be held October, 2005.
8. Voyager training was held June and August 2005.
9. Data Analysis: Linking Data to Instruction utilizing the Student Performance Indicators (SPI) was held August, 2005.
10. Project Right Beginning for Kindergarten is to be held in October, 2005.
11. Diagnostic Assessment of Reading (DAR) is to be held in October, 2005.
12. Houghton Mifflin training has been ongoing beginning in July, 2005

Evaluation

- 2006 FCAT Reading Test
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used for grades K through three and FCAT Reading Level 1 and 2 students in grades four and five.
- Tutoring Pre/Post Tests
- STAR Assessment Results

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Improve student achievement in Mathematics schoolwide

Needs Assessment

Coral Park Elementary School conducted an analysis of the mathematics data based on grade levels three through five. The data revealed that 11 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below level 3. An in-depth analysis of each grade showed the following: nine percent of the students in grade three are working below grade level in mathematics. These students are most successful with Number Sense, Measurement, Algebraic Thinking, and Data Analysis. However, students in this grade level need additional help with Geometry. As a result, students will need assistance in shapes, area and perimeter, range, mode, and median. In grade four, 17 percent of the students are working below grade level in mathematics as evidenced by scores on the 2005 Mathematics FCAT Administration. These students are most successful in all benchmarks and did not decrease in any benchmark: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis. Lastly, in fifth grade, 22 percent of the students are working below grade level in mathematics as also evidenced by scores on the 2005 Mathematics FCAT administration. These students are most successful with Geometry, and Data Analysis. Data also indicates that: Number Sense and Data Analysis need additional help. The data indicates that teachers at Coral Park Elementary need to take a closer look at assessment data to focus on areas in which students scored the lowest. They need to take part in all professional activities related to mathematics comprehension skills, promote mathematics basic skills development school wide, utilize the curriculum and calendar activities established by the Curriculum Team (C.T.), and utilize classroom time and resources to promote student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 94 percent of the students achieving Level 3 or above on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in mathematics. The four -step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to access results, and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrator	8/8/2005	05/24/06
Utilize a math journal to be used for problem solving skills where students are required to think, solve, and explain mathematics problems. The math journal will also be used to write, define, and illustrate mathematics concepts and vocabulary.	Administrator	08/08/05	05/24/06
Identify low performing students as well as, Levels 1 and 2, SWD, and LEP students for the purpose of providing tutorial intervention services during Saturday School emphasizing all the mathematics benchmarks.	Administrator	08/08/05	05/24/06
After school programs such as Academic Excellence Program (AEP) will focus on enhancing critical and logical thinking skills for students at or above grade level.	Administrator AEP Teachers	08/08/05	05/24/06
Utilize the Student Performance Indicator (SPI) to disaggregate Math FCAT Test data and guide instruction of students in grades three through five.	Administrator Grade Chairpersons	08/08/05	05/24/06
Students will be given weekly assessment practice tests (teacher made or research based) to monitor individual strengths and weaknesses. In addition, these weekly assessments will help develop test taking skills using FCAT type questions.	Administrator Grade Chairperson	08/08/05	05/24/06

Research-Based Programs

- Harcourt Mathematics, 2004 Edition

Professional Development

- Riverdeep training and workshop for parents and teachers
- Math strategies through S.M.I.L.E. techniques and workshops

Evaluation

- 2006 Florida Comprehensive Assessment Test in mathematics
- Harcourt Mathematics assessments
- Tutorials - Pre and Post Tests

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Improve writing skills school wide.

Needs Assessment

FCAT Writing results indicate that 86 percent of our fourth grade students met the current expository writing state mastery standards of scoring a 3.5 and above and 86 percent of fourth grade students met the current narrative writing state mastery standards scoring a 3.5 and above on the 2005 FCAT Writing +Test.

After reviewing our data from the 2005 FCAT Writing + Test, we need to increase the percentage of students meeting the state mastery in expository and narrative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain and/or improve their writing skills as evidenced by 95 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in writing. The four -step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to access results, and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrator	08/08/05	05/24/06
Provide and utilize graphic organizers and flow charts for students to plan and enhance pre-writing skills.	Administrator	08/08/05	05/24/06
Utilize student writing journal and Daily Oral Language in grades three to five, as a method of promoting fluency, creativity, and self expression in the area of writing and provide writing and grammar opportunities.	Administrator	08/08/05	05/24/06
Provide small group and/or one-to-one instruction for fourth grade students to target deficiencies in writing.	Administrator	08/08/05	05/24/06
Conduct parent workshops in English and Spanish to improve parent skills, specifically in expository writing, and to assist parents in helping their children develop better writing abilities.	Administrator Grade Chairperson	08/08/05	05/24/06
Administer a pre/post narrative and expository test to all students in grades one through five to monitor student progress.	Administrator Grade Chairperson	08/08/05	05/24/06

Research-Based Programs

- Houghton Mifflin English Series
- Houghton Mifflin Edition Reading Series, 2003 Florida Edition

Professional Development

In order to improve instruction in writing, the following workshops will be attended.

- Creating Independence through Student-owned Strategies (CRISS) training will be announced.

Evaluation

- Scores of the 2006 Florida Writing + Test.
- Monthly assessments.
- Pre/Post Writing Assessments

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Improve Science skills schoolwide.

Needs Assessment

The results of the 2005 FCAT Science Test indicate that our fifth grade students achieved a mean score of 320, an increase from the mean score of 287 on the 2004 FCAT Science Test. The fifth grade students also increased an average of 8.5% in all science strands. An 11% increase (the biggest gain) was seen on the Scientific Thinking strand this year, which was our weakness on the previous assessment. Fifth grade teachers will continue to practice and develop activities and lessons to reinforce all the science strands. This year more focus will be spent on providing accessibility to hands-on science experiments.

Measurable Objective

Given instruction using the Sunshine State Standards, students in fifth grade will improve their science skills as evidenced by an increase of the mean scale score to 325 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in science. The four -step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to access results, and (4) Act-incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrator	08/08/05	05/24/06
Provide parent workshops based on the Science Sunshine State Standards, with emphasis on Earth and Space Science and Scientific Thinking to reinforce science skills.	Administrator	08/08/05	05/24/06
Continue with the Science@Home program in grade five, in conjunction with our parent contract in which parents will commit to work with their children to reinforce science skills.	Administrator Grade Chairperson	08/08/05	05/24/06
Instruct students in the use of science process skills through hands on activities by conducting experiments within the classroom.	Administrator Grade Chairperson	08/08/05	05/24/06
Teachers in grades three through five will apply appropriate reading comprehension strategies aligned with priority objectives using science informational text.	Administrator Grade Chairperson	08/08/05	05/24/06
Incorporate inquiry-based science experiments into classroom instruction in order to improve their understanding of science process skills in pre-kindergarten through fifth grade.	Administrator Grade Chairperson	08/08/05	05/24/06

Research-Based Programs

- Harcourt Science, 2000 Edition

Professional Development

- Scope and Sequence in Science
- Science Item Specification
- Hands-on Inquiry Based Activities

Evaluation

- 2006 FCAT Science Assessment
- Quarterly performance-based assessments created by teachers
- Formative benchmark assessments created by teachers will be administered to students in grades three through five

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Increase parental involvement in school activities.

Needs Assessment

Based on the 2004 - 2005 Parental Involvement within our school, there was over a 261 percent increase in the number of parental activities compared to 2003 - 2004 results. Parental involvement is especially evident in the primary grades. In pre-kindergarten and kindergarten, parents participate by helping teachers prepare hands-on activities for students. They assist students in their rooms and serve as aides to the teacher. Volunteers assist teachers in the primary grades by taking activities home to cut and paste. They help teachers with the preparation of other events like: the Halloween Parade, Thanksgiving Feast, and other Holiday Activities. Parent Volunteers can also be seen assisting the media specialist with library duties. Parent workshops were also provided to parents in grades pre-kindergarten through fifth to provide them with SAT, FCAT strategies and questioning techniques, reading, science, and parenting. The teachers provide packets to inform parents about the tests. Other activities are conducted to have parents participate with their child such as, "Love a Book, Read a Book" night, Science Fair Night, various Family Reading Nights, and other cultural and enrichment events. The 2004-2005 Parent Teacher Association (PTA) membership showed a decrease from previous years. There is a strong push to participate in PTA activities and meetings this year, with new methods of information delivery and new goals and objectives. This year our target is to get more parents to participate and join the PTA.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a two percent increase in parental and community workshops and activities, as evidenced by comparing the parent attendance logs for the 2005-2006 school year to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Parent Informational FCAT Workshops for Grades 3-5 to make parents aware of FCAT requirements.	Administrator	08/08/05	05/24/06
Conduct Bilingual Seminars by Project CREO with the Monthly General PTA meetings to inform parents of different topics that they can utilize to assist their child, while updating parents about current events with the school and community.	Administrator	08/08/05	05/24/06
Expand the Parent Volunteer Program through P.A.V.E. with parent and teacher collaboration, and register all parents through the volunteer program.	Administrator Counselor	08/08/05	05/24/06
Conduct Parent workshops to train parents to better assist their child's learning at home for Pre-Kindergarten, first, and second grades.	Administrator Grade Chairperson	08/08/05	05/24/06
Conduct a "Back to School Night and Resource Fair" for all parents, to inform them of teacher expectations.	Administrator Resource Teachers	08/08/05	05/24/06
Conduct parental informational workshops for Grade 2 to provide parents with strategy awareness to ensure success on the SAT.	Administrator Grade Chairperson Counselor	08/08/05	05/24/06

Research-Based Programs

Not applicable.

Professional Development

- The faculty and staff will educate parents on the following programs and resources offered to the families in our community:
 - parent resource center
 - school volunteers
 - Parent Academy
 - Bilingual Parent Outreach Program
 - Parent Teacher Association

Evaluation

- Parental Involvement Attendance forms

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Improve student attendance at Coral Park Elementary.

Needs Assessment

The 2004-2005 Student Attendance Profile Report indicated that the average student is absent between 0-5 days and that 14 students had over 10 days of absences. The needs assessment reveals improvement is needed in the number of students with 10 or more absences.

Measurable Objective

Given an emphasis on attendance, the number of students with 10 or more absences will decrease by 15 percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor attendance and tardiness using the attendance bulletin.	Administrator	08/08/05	05/24/06
Utilize a 100% Perfect Attendance award every grading period to promote daily attendance.	Administrator Counselor	08/08/05	05/24/06
Implement and monitor daily attendance using L and R Telecomputer services.	Administrator Counselor	08/08/05	05/24/06
Contact and meet with parents of students with poor attendance history.	Administrator Counselor	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

- This objective will be evaluated at the end of the 2005-2006 Attendance Report, as it compares to the 2004 - 2005 Attendance Report.
- Monitoring the quarterly attendance report will assist towards achieving our goal.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase student access to technology.

Needs Assessment

After conducting an analysis of the 2004 Star School Profile, it is evident that Coral Park Elementary is performing at or above the county and state-wide averages in 54% of the profile categories. In the Technology Administration and Support category, Coral Park is in the advanced stage in Funding. Coral Park is also in the advanced stage in the Educators and Technology categories of Teacher Access to Technology, and in the target stage in School Administrators category. In addition, all categories in Community Outreach area are at the advanced stages. Further analysis reveals that Coral Park is performing above the county and state-wide average in Learners and Learning categories of Student Access to Technology, 21st Century Learning tools, and 21st Century Classroom. However, Coral Park did not meet the county/state average in the Student Use of Technology category. This data indicates that more opportunities must be provided for the students to use technology in the classroom, Furthermore, the number of hours our computer labs and media center are open needs to be increased. Students and parents must also be trained in the use of M-DCPS Education Portal and the technology available to the parents and students, so that the students use those opportunities after school hours. Some research has identified a correlation between teachers' technology skills, their use of technology in classroom instruction, and higher academic achievement; but most researchers agree that a small minority of teachers and students use computers as part of their instruction in academic subjects with sufficient frequency or skill to improve student achievement, from the article *The Effectiveness Of Educational Technology: Issues and Recommendations for the National Study* by Roberto Agodini and Mark Dynarski (2003).

Measurable Objective

Given increased attention to the use of technology, faculty, staff, and students at Coral Park Elementary School will increase by three percentage points the 2005 Star School Profile, as it is evident by performing at or above the county and state-wide averages in 57% (nine out of the 14) of the profile categories.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development for teachers to increase technology proficiency.	Administrator	08/08/05	05/24/06
Implement technology in the SWD program through the use of the Learning Today Program.	Administrator Media Specialist	08/08/05	05/24/06
Continue to promote Waterford, Compass Learning, Riverdeep, Accelerated Reader, FCAT Explorer, Learning Today, Voyager Program, and ESOL computer Labs.	Administrator ESOL Teachers Media Specialist	08/08/05	05/24/06
Provide training workshops for parents and students in the use of MDCPS Educational Portal and Atomic Learning.	Administrator Media Specialist	08/08/05	05/24/06
Increase the number of hours computer labs and media center are open through the Children's Trust enrichment program and before/after school program.	Administrator Media Specialist Before/After School Manager	08/08/05	05/24/06
Technology will be introduced to Kindergarten through the use of the STAR and AR programs.	Administrator Media Specialist	08/08/05	05/24/06

Research-Based Programs

- Houghton Mifflin, 2003 Florida Edition
- Voyager Passport Program
- Early Success
- Soar to Success
- Lexia Learning System Educational Software
- Waterford Early Learning
- Compass Learning

Professional Development

- In house workshops for teachers on Atomic Learning
- MDCPS On-line Databases
- Atomic Learning during Teacher Planning days from October through December 2005
- District electronic grade book

Evaluation

The results of the 2005 STAR School Profile will be used to evaluate this objective.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing, and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that all schools administer a pre- and post-test to determine student baseline measures.

All schools should use the previous year's Presidential Fitness Award Data to determine the percentage of students who met the minimum health-related standards.

Measurable Objective

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test standards, students in grades four through five will improve their overall physical fitness skills by a five percent increase as evidenced by 73 percent of the students meeting those standards and receiving awards in the 2005-2006 administration of the Presidential Physical Fitness Test as compared to the 2004-2005 administration of the Presidential Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Miami-Dade Area Health Education Center's (AHEC) innovative and rigorous Preventive Health and Safety Education for Students Program (PHASES).	Administrator Physical Education Teacher	08/08/05	05/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrator Physical Education Teachers	08/08/05	05/24/06
All students in grades two through five taking physical education, will have daily homework consisting of push ups, stretching, and abdominal crunches.	Administrator Physical Education teachers	08/08/05	05/24/06
Spot quizzes to assess performance goals in home learning and monitor progress (bi-weekly).	Administrator Physical Education Teacher	08/08/05	05/24/06
Special Olympics for our SWD subgroup TMH/EMH basketball/soccer for 8 years old and above students.	Administrator Physical Education teacher SWD Teachers	08/08/05	05/24/06
Establish and maintain progress utilizing the Children's Trust Enrichment program through our after-school fourth and fifth grade students	Administrator Before/After School Manager	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Will be evaluated after conducting the Presidential Physical Fitness Test results.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Expose students to the various arts through participation in an Art and Music Club for grades three through five.

Needs Assessment

Given the correlation between the arts and abstract thinking, the school will implement an Art Club for students in grade five to engage students in active self-expression through various mediums. In addition, students will be given additional, extracurricular opportunities for exposure to the fine arts. The school will continue its art club and will increase opportunities for school wide art exhibitions. Also, students in grades three through five will also enjoy music through our chorus and violin programs, as well as various concerts throughout the year.

Measurable Objective

Given emphasis on the benefits of joining an Art and/or Music Clubs, the number of students attending and participating in the Art and/or Music Clubs will remain at 90% of capacity during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Have a concert for Chorus and Violin in Winter and "Concert on the Green" in Spring.	Administrator Music Teachers	08/08/05	05/24/06
Maintain attendance logs at every club meeting.	Administrator Club Sponsors	08/08/05	05/24/06
Maintain students' art portfolios.	Administrator Art Teachers	08/08/05	05/24/06
Introduce different art techniques in the club, that are not used in regular art class.	Administrator Art Club Sponsor	08/08/05	05/24/06
Have a "Gallery" presentation to demonstrate art skills to parents and students.	Administrator Art Club Sponsor	08/08/05	05/24/06
Weekly Music Club consisting of Chorus and Violins.	Administrator Music Club Sponsor	08/08/05	05/24/06

Research-Based Programs

Not Applicable.

Professional Development

- Using Art strategies to enhance acquisition of abstract concepts in math and science.

Evaluation

Attendance Logs.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Coral Park Elementary will rank at or above the 91st percentile statewide in the ROI index.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Coral Park Elementary ranked at the 91st percentile of the State of Florida Return on Investment (ROI) index. According to Donald L. Kirkpatrick in "Evaluating Training Programs: The Four Levels" (2005), 2nd Edition, "If you ask people what they mean by 'return on investment' you are likely to get more than one answer. In fact, odds are you'll get several. Return on investment is in the eyes of the beholder. To some it could mean a quantitative number and to others it could be a warm and fuzzy feeling."

Measurable Objective

Coral Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 91st percentile in 2003 to the 92nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrator	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Administrator	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Administrator	08/08/05	05/24/06
Big Brother and Big Sister Mentoring Program will mentor and tutor students, as well as lower teacher-students ratio.	Administrator	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

- Budget training analysis during our EESAC meeting and a faculty meeting.

Evaluation

- State of Florida ROI index publication, Coral Park Elementary School will show progress toward reaching the 92% percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The monies allocated by the state were approved by EESAC for support staff, materials, and equipment to enhance students' academic performance and augment the Extended Foreign Language Program and the specific individual needs of our students.

Training:

EESAC recommended the attendance and promotion of parent/teacher workshops, which are conducted at our school site. They agreed with the school's recommendation to continue school-wide staff development in reading, writing, mathematics, and science.

Instructional Materials:

In addition to classroom materials, EESAC had the opportunity to preview books, workbooks, computer software, and supplies which were obtained to further assist students who are working at a lower academic level and supported the tutorial programs in reading, writing, and mathematics.

Technology:

EESAC was made aware of the technological provisions that existed at our school. Our school consists of a minimum of three computers with Internet access and a minimum of one printer per intermediate classroom. Also, the Media Center houses 18 computers with Internet access and two laser printers which are accessible to students, parents, and staff. Finally, our school maintains two computer laboratories with twenty-five computers each, with Internet access, twelve laser printers, five smart boards, and various peripheral hardware to enhance the learning environment. An abundance of software is made available in the Media Center to compliment the instructional activities across every academic area.

Staffing:

EESAC recommended that all staff members be cognizant of all new employees and volunteers. They also supported the recommendations of hiring paraprofessionals, hourly certified teachers, and retired teachers to enhance the tutoring program.

Student Support Services:

EESAC recommended the continuation of the process of School Support Team and the counseling programs that are provided at our school. The school's counselor, psychologist, speech therapist, and social worker, works together to meet the students' needs on an individual basis.

Other Matters of Resource Allocation:

The EESAC recommended the continuation of the expansion of the Accelerated Reader Program by purchasing more quizzes to enhance the students' reading progress.

Benchmarking:

Our school benchmarks and outlines set goals and objectives were implemented throughout the school year. Assessments, evaluations, and teaching strategies were aligned with the school's action plan in an on-going/ yearly basis and reviewed throughout the school year.

School Safety & Discipline:

EESAC played an integral role in assisting and maintaining the school's uniform policy which helped contribute to a better school atmosphere/climate including safety, awareness, and behavior.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent