

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Park Elementary School (1001)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Maria Nunez

Superintendent - Rudolph F. Crew, Ed.D.





School Improvement Plan 2007-2008



EXECUTIVE SUMMARY



School Improvement Plan 2007-2008



Built in 1960, Coral Park Elementary School serves 1,055 students from Pre Kindergarten through fifth grade. It is located on 9.12 acres in central Miami Dade County at 1225 SW 97th Avenue. It consists of ten buildings housing 47 classrooms, a media center, a music center, a cafeteria, and an 11 classroom concrete building, along with eight portables. The school site sits in an area of growing economics. Various strip malls and stores surround the site. The school sits next to a vast public park, Coral Estates. Numerous homes and some condominiums surround the area. New family growth is evident due to the number of new kindergarten students starting out at our school. Only 50 percent of our school has qualified for free or reduced lunch, signifying a mid-class area. The school services the community by providing before and after-school child care, Saturday school, Gifted Resource, English Language Learners (ELL), inclusion classes with our Students With Disabilities (SWD).

Students' individual needs are met with the assistance of our community partners such as; ENLACE MIAMI (Engaging Latino Communities for Education): A special Kellogg Foundation initiative to foster innovative cooperative partnerships between schools, colleges, communities, businesses, and students in order to increase opportunities for Hispanic students to pursue a higher education. We currently have a partnership with Florida International University's Engineering Program, 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 a 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. Another program, DRUG AWARENESS RESISTANCE EDUCATION (DARE): D.A.R.E. teaches children how to recognize and resist the direct and subtle pressures that might influence them to experiment with alcohol, tobacco, marijuana, and other drugs. The D.A.R.E. program has launched a new elementary school curriculum this year and is introduced to our fifth grade students. A specially trained officer comes into Coral Park and teaches the children. D.A.R.E. in which the program The program, MIAMI CHILDREN'S HEALTH MOBILE: Community Link's Health On Wheels which is a self-contained mobile health clinic housed in a 37-foot bus for students to receive health check-ups. BIG BROTHERS/BIG SISTERS MENTORING PROGRAM: The Big Brothers/Big Sisters Vision is a successful mentoring program creating relationships for all children who need and want them. The Big Brothers Big Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with measurable impact. 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 by introducing them to work related concepts and experiences that can be continually reinforced throughout their formative years. Last year our students participated with Burger King Corporation.

The student population consists of 93.9 percent Hispanic, 0.5 percent Black, 4.2 percent White, and 1 percent other. The school maintains a low mobility rate, with a high stability rate of 97.5 percent.

Our Performance Groups include 8 percent of our students scored Level 1, and 8 percent scored Level 2 in the 2007 administration of the FCAT Reading. In the 2007 administration of the FCAT Mathematics, 4 percent of our students scored Level 1 and 10 percent scored Level 2. In the 2007 administration of the FCAT Science, 13 percent of our students scored Level 1 and 35 percent scored Level 2. Coral Park Elementary has met our NCLB subgroup requirements.

Our teacher population includes 5 percent White, 16 percent Black, and 78 percent Hispanic. Twelve percent of our staff is male and 88 percent female; 38 percent hold a Master's and/or Specialist's degree. The average years of teaching is 10 years and 11 percent of our teachers are beginning teachers. There are three National Board Certified Teachers.

Our pre-k through third grade class size averages 18 students and 22 students for grades four through five. Coral Park Elementary's attendance rate is 96.48 percent. Our retention rate is 4 percent.

Our promotion rate is at 98 percent of the students. We ended the 2006 – 2007 school year with a 96.48 percent attendance rate.

Coral Park Elementary is part of the Miami Coral Park Senior Feeder Pattern. Along with other neighboring elementary schools, our children feed into Ruben Dario and Rockway Middle Schools.

Our area of strength is a highly successful parental involvement program in our school through the Parents As Volunteers in Education Program (P.A.V.E.). It affects all our students, and as research shows, there is a positive correlation between the partnerships formed between parents and educators in the academic process. Our area of weakness is the implementation of the current educational software. In the 2006 – 2007 school year, programs were implemented throughout the year and the technology hardware was not current and compatible. In the 2007 – 2008 school year, this area should be corrected by the acquisition of laptops and new computers to add more compatibility and accessibility to technology.

Various grants have been awarded to Coral Park Elementary this year including the Title III tutoring grant, which provides free tutoring before and after-school for ELL students, Project Refresh, which will replace outdated computers and provide laptops for the teachers to keep up current technology, and a Children's Trust Grant, through Florida International University to provide tutoring and physical education to at-risk students.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Increase parental enrollment in the Parent Academy from 17 percent to 22 percent through the implementation of on-site parent, teacher, and student activities during the 2007-2008 school year as affirmed by enrollment documentation.

Given an emphasis on student attendance, the average attendance of 96.48 from the school year 2006 – 2007 will increase by 1 percent in the 2007 – 2008 school year as evidenced in the annual attendance report.

Given an emphasis on the use of technology in education, all teachers will augment their professional development in technology, as evidenced by a 100% participation during the 2007-2008 school year as documented by an end of the year survey.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in joining Enrichment activities programs, the number of students enrolled and participating in the Enrichment Activities will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year using attendance logs.

Coral Park Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

The results of the 2007 Organizational Performance Improvement Snapshot were favorable in all seven categories, however, the areas that demonstrate room for improvement fall under a)business results and b)strategic planning. Our faculty and staff felt that our administration does not ask them for input and they also felt they were unaware of how well the organization was doing financially. Weekly curriculum team meetings have been scheduled to address concerns from each grade level. Budget report and trainings will be offered to improve and meet the needs of the employees at faculty meetings.



School Improvement Plan 2007-2008



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.

1001 - 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 School's mantra for our students to become productive citizens to ensure the students' success in order to enrich themselves, our community, and ultimately, our world by maintaining high standards with "a winning attitude".

CORE VALUES

Coral Park Elementary School's core values are: 1) Academic Excellence: where students become instructional leaders as they travel through their academic journey; 2) Safety: a safe learning environment is paramount; 3) Nurturing: students are a priority and we are producing caring communities and vibrant economies; 4) Professionalism: uphold high standards of professionalism through ethics and professional development of our faculty and staff. These core values define our school theme this year which is to maintain and achieve "a winning attitude".

School Demographics

Coral Park Elementary School has maintained an "A" status for seven 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, Reading Plus, and 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 was built in 1960. It is located on 9.12 acres in central Miami Dade County at 1225 SW 97th Avenue. It consists of ten buildings housing 47 classrooms, a media center, a music center, a cafetorium, and an 11 classroom concrete building, along with eight portables. It serves 1,055 students from the surrounding neighborhoods. It includes standard curriculum students, 88 SPED students, 305 ELL students, 165 gifted students, and 470 economically disadvantaged students. Our Voluntary Pre-kindergarten Enrichment Program adds 54 students to our enrollment. The student population consists of 93.9 percent Hispanic, 0.5 percent Black, 4.2 percent White, and 1 percent Other. The school maintains a low mobility rate, with a high stability rate of 97.5 percent. No major renovations are planned for the 2007-2008 school year.

According to the Florida School Report, high achievement at Coral Park is attributed to a total school-wide achievement plan. Our unique aspects include Saturday Kids Club; (intensive remediation program), Children's Trust Program which includes after school tutoring and physical education program, small group instruction, weekly assessments and monitoring, as well as the continuation of the highly successful P.A.V.E. program. 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.

One of Coral Park Elementary School's few areas of concern this year is the maintenance of an exemplary status of an "A" school. In addition, the implementation of educational software is an obstacle we need to overcome. Last year, programs were partially implemented and the technology hardware was not current and compatible. This year, this area should be corrected by the acquisition of laptops and new computers to add more compatibility and accessibility to technology.

At no other time have the responsibilities of administration and leadership been so complex, or the need for high expectations been so imperative. In order to prevent any other obstacle, our school has formed a curriculum and leadership team (CT). This team was formed on a voluntary basis to create and allocate instructional and professional development in the curriculum areas of: reading, writing, math and, content, as well as social services provided at the school. It is important to state that this school year; Coral Park Elementary has eight beginning teachers strategically placed to reduce class size across the grade levels. We have assigned one new teacher in every grade level. 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 eight beginning teachers, as well as to the faculty at our school. 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.

Our Leadership Team meets every Tuesday at 7:45 am. It includes: the school principal, assistant principal, grade level and special area chairpersons, as well as other faculty personnel designated for individual subject areas such as; reading, mathematics, writing, science, parental involvement, physical education, United Teachers of Dade, school activities, ELL, media services, and student services.

We have 99 instructional staff members. Eighty-two percent (82 staff members) are full-time personnel and 17 percent (17 staff members) are part-time personnel.

The ethnic/racial makeup of the teacher population is 78 percent (58 teachers) Hispanic, 5 percent (4 teachers) White, and 16 percent (12 teachers) Black. Twelve percent (9 teachers) of our teacher population is male and 88 percent (65 teachers) is female. Thirty eight percent (28 teachers) of our 74 teachers have a master's degree and 1 percent (1 teacher) has a specialist degree. We have eight beginning teachers (11 percent), as well as three National Board Certified Teachers.

Coral Park Elementary has a low turn over rate among the teaching staff. We had two teachers transfer to a school closer to their home and two teachers retire. This year we have no teachers desiring to transfer or retire. We were able to justify class-size reduction with the hiring of new teachers who were classroom interns at our school.

Our pre-kindergarten to third grade ratio is currently at 16.72, and our fourth and fifth grade ratio is at 20.00. Our Pre-K ratio is 14:1 (70 students and 5 teachers), kindergarten ratio is 18:1 (180 students and 10 teachers), first grade ratio is 18:1 (183 students and 10 teachers), second grade ratio is 16:1 (142 students and 9 teachers), third grade ratio is 16:1 (158 students and 10 teachers), fourth grade ratio is 21:1 (147 students and 8 teachers), and fifth grade ratio is 19:1 (169 students and 9 teachers). Our SPED children are included in the ratio due to inclusion classes using the co-teaching model. We have a self-contained Varying Exceptionalities class with a 4:1 ratio (8 children with a teacher and an aid).

Coral Park Elementary attendance rate is 96.48 percent. This is a slight increase from the previous year. In conjunction with our



School Improvement Plan

2007-2008



Attendance Committee and Connect-Ed, we have been able to concentrate on those students who are absent five or more days.

Our retention rate is at 2 percent. Seventeen out of 955 students were retained last year in our school.

Coral Park Elementary is part of the Miami Coral Park Senior High Feeder Pattern along with other neighboring elementary schools (Charles R. Hadley, Sweetwater, E.W.F. Stirrup, Rockway, Seminole, and Banyan). Our school services students from Pre-K to fifth grade. The students feed into Ruben Dario and Rockway Middle Schools who service grades six through eight. Students then feed into the high school, Miami Coral Park Senior High.

Coral Park Elementary has various special programs that assist the school and the students' needs:

ENGLISH LANGUAGE LEARNERS (ELL): 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.

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 IN SPECIAL EDUCATION (SPED): 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 (EFL): This program is designed to accommodate the linguistic needs of students, including those who are English Language Learners (ELL), 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 ELL students are provided special instruction in English during the Language Arts time. (Selected classrooms-Grades 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.

ART AND MUSIC CLUB: The Art and Music Clubs at Coral Park Elementary were created for the purpose of involving students 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 who 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, promoting 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. 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 can also promote learning in core subjects such as reading, writing, and math.

READING PLUS COMPUTER PROGRAM: A comprehensive, evidence based software solution for reading assessment and improvement that develops foundational fluency skills for students of all ages. It is the result of over 70 years of research and development in the area of reading improvement technology. Reading Plus addresses all the elements of reading cited by the National Reading Panel including: Phonemic Awareness, Phonics, Vocabulary, Comprehension and, what is most important, Fluency.

READ 180: An intensive reading intervention program that helps educators confront the problem of adolescent illiteracy on multiple



School Improvement Plan 2007-2008



fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

LEARNING TODAY: K-5 reading and math curriculum is research-based, and aligned with state and national education standards. It provides students with explicit instruction – which means that each lesson includes an interactive tutorial before the student is asked to perform or demonstrate skill proficiency. The Learning Today content is provided in an engaging, interactive and high impact learning environment, and students work with real world, relevant examples. This program is being utilized in our school for students with disabilities.

GIFTED: The mission of the Language Arts Gifted Program is to nurture academically talented students through their language arts, reading, and social studies time period that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative.

Community Relations/Partners enhance our school through various methods:

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.

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, and drugs. The D.A.R.E. program is introduced to our fifth grade students. A specially trained officer comes into Coral Park and teaches the students. 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 expanded to include one additional pre-kindergarten unit for a total of 54 students in three pre-kindergarten classrooms in VPK programs. This is in addition to two SPED pre-kindergarten programs serving special needs children.

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.

CORAL ESTATES SOCCER CLUB: The soccer club provides soccer team practice and games for low-economic students in our community.

Various grants have been awarded to Coral Park Elementary this year including; the Title III tutoring grant, which provides free tutoring before and after-school for ELL students, Project Refresh, which will replace outdated computers and provide laptops for the teachers to keep up current technology, and a Children's Trust Grant, through Florida International University to provide tutoring and physical education to at-risk students.

School Foundation

Leadership:

At Coral Park Elementary, we examined the findings of the Organization Performance Improvement Snapshot survey. This was the highest category. Of the questions asked of staff concerning the leadership of the school, the most favorable item (ranked the highest) was (1a) I know my organization's mission with an average score of 4.5. In addition the following item ranked next with an average score of 4.4 was: (1b) My supervisor uses organization's values to guide us. The following four categories all averaged 4.3 score: (1c) My supervisor creates an environment that helps me do my job, (1d) My Supervisor shares information about the school, (1e) My supervisor encourages me to advance my career and (1ef) My organization lets me know what is important. This information was insightful for our school. However, an opportunity for improvement exists in the statement (1g) My organization asks me what I think, with an average score of 4.0. This issue will be addressed during faculty meetings and grade level meetings.

District Strategic Planning Alignment:

On the Organization Performance Improvement Snapshot survey, this section was one of our lowest ranked categories. Therefore, we analyzed the findings. Of the questions asked to the staff concerning the strategic planning in the school, the most favorable items were (2b) I know the parts of my organization's plans that will affect me and my work and (2c) I know how to tell if we are making progress on my work group's part of the plan with an average score of 4.2. However, an opportunity for improvement exists in the statements (2a) As it plans for the future, my organization asks for my ideas with an average of 3.9. These categories will be addressed by involving more participants and reviews of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals, and strategies.

Stakeholder Engagement:

On the Organization Performance Improvement Snapshot survey, this category ranked in the middle. Most of the staff members responded favorably to (3a) I know my organization's mission with an average score of 4.6 and (3b) I keep in touch with my customers with an average score of 4.5. However, an opportunity for improvement exists in statements (3d) I ask my customers if they are satisfied or dissatisfied with my work and (3e) I am allowed to make decisions to solve problems for my customers, with an average of 4.2. This issue will be addressed by providing more one-to-one interactions to counsel students in their work and students share concerns with the teacher.

Faculty & Staff:

On the Organization Performance Improvement Snapshot survey, this category ranked in the third highest. Most of the staff members responded favorably to (5a) I can make changes that will improve my work and (5e) I have a safe workplace, with an average ranking score of 4.3. However, an opportunity for improvement in statement (5d) I am recognized for my work, with an average rank of 4.1 and (5c) my supervisor encourages me to advance my career, average rank of 4.2. The principal, who will incorporate more formal acknowledgements of outstanding work and chances to advance academically, will address the issue.

Data/Information/Knowledge Management:

On the Organization Performance Improvement Snapshot survey, this category ranked in the middle. The highest categories scored an average of 4.6. (4a) I know how to measure the quality of my work and (4b) I know how to analyze the quality of my work and see if my changes are needed. The lowest category is (4f) I get the information I need to know about how my work location is doing, with an average ranking of 4.2. The principal, who will insure that all data is disseminated to the faculty and staff, will address this issue.

Education Design:

On the Organization Performance Improvement Snapshot survey, this category ranked very high. The highest average ranking was a 4.5, (7b) My work products meet all requirements for high quality excellence. However, an opportunity for improvement exists in (7c) I know how well my organization is doing financially, with an average of 3.6. This is the issue that ranked the lowest overall. Furthermore, teachers and staff member will receive a report with all financial decisions presented at EESAC and teachers will be encouraged to attend monthly ESSAC meetings to familiarize themselves with financial reports.

Performance Results:



School Improvement Plan 2007-2008



On the Organization Performance Improvement Snapshot survey, this category ranked in the middle. Most of the staff responded favorably to (6b) I collect information (data) about the quality of my work. This data shows that the staff at Coral Park Elementary School believes that this school utilizes data driven instruction to promote student achievement. However, an opportunity for improvement exists in statement (6c) we have good processes for doing our work and (6d) I have control over my work processes. The principal, who will insure that the teachers have the necessary items and resources to do their jobs, will address this issue.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Increase student reading comprehension skills school wide.

Needs Assessment



School Improvement Plan 2007-2008



Coral Park Elementary School conducted an analysis of the 2007 FCAT reading data in grade levels three through five. The data revealed that 13 percent of students in grades three through five are reading below grade level as evidenced by scores below Level 3. In all three grade levels, third through fifth grade, the average percent of students scoring at Level 3 or above was at 81 percent, while the best performance was demonstrated by the fifth grade students with a three percent gain from 78 percent scoring Level 3 or above in 2007, as compared to the 2006 FCAT scores.

An in-depth analysis of each grade showed the following:

In grade three, 19 percent of the students are reading below grade level. The third grade students are most successful with Words/Phrases (78 percent). However, these students need additional help with Main Idea (71 percent), Comparisons (71 percent), and Reference/Research (75 percent). As a result, they need further assistance with multiple representations and using information in tables and graphs. Graphic organizers for Main Idea and Comparisons need to be emphasized.

In grade four, 19 percent of the students are reading below grade level as evidenced by scores on the 2007 Reading FCAT administration. These students have made the most success in Main Idea (72 percent) and Reference/Research (75 percent). However, these students need additional help in Words/Phrases (80 percent). As a result, students need further assistance and other techniques while using context clues and multiple meanings when ready to define unknown words.

In grade five, 19 percent of the students are reading below grade level as evidenced by scores on the 2007 Reading FCAT administration. These students have shown an increase in Comparisons (78 percent) and Reference/Research (75 percent). While declines in the benchmarks of Words/Phrases (67 percent) and Main Idea (70 percent). They will continue working on improving all their teaching of the strands to meet the students' needs through supplemental reading materials and graphic organizers.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize a parent contract in which parents will commit to reading with their children at least thirty (30) minutes daily.	Principal and Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	1000
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.	Principal, Assistant Principal, and Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	10000
Identify Level 1 and 2, SPED, and ELL 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.	Principal and Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	45000
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.	Principal and Assistant Principal	08/20/07	6/05/08	Other/ Not Applicable	0
Continue CRISS Strategies at all levels to assist students in reading comprehension and vocabulary development.	Principal and Second Grade Teacher	08/20/07	06/05/08	District-wide Literacy Plan	0
Continue the Continuous Improvement Model (CIM) school-wide to ensure student achievement in reading.	Principal and Reading Teachers	8/20/07	06/05/08	Continuous Improvement Model	5900
Regional Center III Data Debriefing Protocols will be used to analyze student performance data for District Interim Assessments and ongoing assessments as part of the CIM.	Principal	8/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

- Houghton Mifflin, 2003 Edition
- Early Success
- Soar to Success
- Read 180 (After School Program)
- Waterford Early Learning
- Compass Learning
- Voyager Passport Program
- Reading Plus
- FastForward

Professional Development

- CRISS Regional Center III, October 20, 2007
- Differentiating Instruction for Student Achievement, April 22, 2008
- Reading Plus- Follow up Regional Center III, October 24, 2007
- The Brain and Reading, November 20, 2007 and May 13, 2008

Evaluation

- 2008 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
- District's Interim Assessments

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Improve student achievement in mathematics school wide.

Needs Assessment

Coral Park Elementary School conducted an analysis of the mathematics data based on grade levels three through five. The data revealed that ten percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores below Level 3.

An in-depth analysis of each grade showed the following: seven percent of the students in grade three are working below grade level in mathematics. These students made the most success in all strands making gains in Number Sense (75 percent), Measurement (75 percent), Geometry and Spatial Sense (86 percent), Algebraic Thinking (67 percent), and Data Analysis and Probability (71 percent). As a result, students will continue to strive for high standards.

In grade four, 11 percent of the students are working below grade level in mathematics as evidenced by scores on the 2007 Mathematics FCAT Administration. These students have maintained success in Measurement (75 percent), Geometry and Spatial Sense (86 percent), and Algebraic Thinking (71 percent). Data indicates the need to focus on Number Sense (64 percent) and Data Analysis and Probability (71 percent). These teachers will continue to work on interpreting graphs and computations.

Lastly, in fifth grade, 28 percent of the students are working below grade level in mathematics as evidenced by scores on the 2007 Mathematics FCAT administration. The data indicates gains in Number Sense (62 percent), Measurement (69 percent) and Geometry and Spatial Sense (64 percent). These students maintained their scores in Data Analysis and Probability (58 percent) and Algebraic Thinking (55 percent), indicating a need for additional instruction in order to increase our gains.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify low performing students as well as, Levels 1 and 2, SPED, and ELL students for the purpose of providing tutorial intervention services during Saturday School emphasizing all the mathematics benchmarks.	Principal and Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize the Student Performance Indicator (SPI) to disaggregate Math FCAT Test data and guide instruction of students in grades three through five.	Principal and Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
After school programs such as Academic Excellence Program (AEP) will focus on enhancing critical and logical thinking skills for students in grades two through five, at or above grade level.	Principal and AEP Coordinator	08/20/07	06/05/08	Other/ Not Applicable	13000
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.	Principal and Leadership Team	08/20/07	06/05/08	Other/ Not Applicable	15266
Continue the Continuous Improvement Model (CIM) school-wide to ensure student achievement in mathematics.	Principal and ESSAC Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
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.	Principal and ESSAC Chairperson	08/20/07	06/05/08	Other/ Not Applicable	6000
Regional Center III Data Debriefing Protocols will be used to analyze student performance data for District Interim Assessments and ongoing assessments as part of the CIM.	Principal	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

- Harcourt Mathematics, 2004 Edition

Professional Development

- Mathematics Journey through Literature Workshop for teacher implementing Academic Excellence Program (AEP), September 22, 2007
- Gifted Mathematics and Science Workshop for teachers of content and full time gifted programs, September 27, 2007
- Beginning/New Teacher Best Practices Workshop, September 21, 2007
- Chess Strategies for Critical Thinking, October 20, 2007

Evaluation

- 2008 FCAT Mathematics Test
- Harcourt Mathematics assessments
- Tutorials - Pre and Post Tests
- District Interim Assessments

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

FCAT Writing results indicate that 93 percent of our fourth grade students met the current expository and narrative writing state mastery standards of scoring a 3.5 on the 2007 FCAT Writing +Test. Data also indicates that 88 percent of our fourth grade students met combined writing state mastery standards scoring a 4.0 and above.

After reviewing our data from the 2007 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal and Parent Academy Liason	08/20/07	06/05/08	District-wide Literacy Plan	1100
Administer a pre/post narrative and expository test to all students in grades one through five to monitor student progress.	Principal and 4th Grade Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	1100
Continue the Continuous Improvement Model (CIM) school-wide to ensure student achievement in writing.	Principal and EESAC Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Provide and utilize graphic organizers and flow charts for students to plan and enhance pre-writing skills.	Principal and Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	1100
Utilize a student writing journal in 4th grade, as a method of promoting fluency, creativity, and self expression in the area of writing and provide writing and grammar opportunities.	Principal and Language Arts/Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide small group and/or one-to-one instruction for fourth grade students to target deficiencies in writing.	Principal and Language Arts/Reading Teachers	08/20/07	06/05/08	Continuous Improvement Model	6000
Regional Center III Data Debriefing Protocols will be used to analyze student performance data for District Interim Assessments and ongoing assessments as part of the CIM.	Principal and EESAC Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

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

Professional Development

In order to improve Writing instruction to promote student achievement, according to the Professional Development Catalog for August - December 2007, the following training sessions will be available:

- Creating Independence through Student-owned Strategies (CRISS) training will be announced.
- In-house training for fourth grade teachers- September 2007

Evaluation

- Scores of the 2008 Florida Writing + Test.
- Monthly assessments.
- Pre/Post Writing Assessments

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

Improve scientific knowledge of all students.

Needs Assessment

The results of the 2007 FCAT Science Test indicates 60 percent of our fifth grade students achieved a score of Level 3 and above. The fifth grade students made significant gains in the Earth and Space Science cluster (60 percent) and the Life and Environmental Cluster (67 percent). The students maintained levels in the Physical and Chemical Cluster (67 percent) as well as Scientific Thinking cluster (58 percent). Scientific Thinking ranked as our lowest cluster and will be reinforced by applying scientific processes to problem solving, recognizing patterns and systems, and understanding the impact of technology on society.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal and Science Chairperson	08/20/07	06/05/08	Other/ Not Applicable	1100
Teachers in grades three through five will apply appropriate reading comprehension strategies aligned with priority objectives using science informational text.	Principal and Science Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	3000
Incorporate inquiry-based science experiments into classroom instruction in order to improve their understanding of science process skills in pre-kindergarten through fifth grade.	Principal and Science Chairperson	08/20/07	06/05/08	Other/ Not Applicable	500
Continue the Continuous Improvement Model (CIM) school-wide to ensure student achievement in science.	Principal and EESAC Chairperson	08/20/07	06/05/08	Continuous Improvement Model	4990.65
Provide parent workshops based on the Science Sunshine State Standards, with emphasis on Earth and Space Science and Scientific Thinking to reinforce science skills.	Principal and Parent Academy Liason	08/20/07	06/05/08	Other/ Not Applicable	1100
Provide an FCAT Science Festival, so that students can have various "hands-on" experiences with the Scientific Method.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Regional Center III Data Debriefing Protocols will be used to analyze student performance data for District Interim Assessments and ongoing assessments as part of the CIM.	Principal and EESAC Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

- Scott Foresman Science, 2007 Edition

Professional Development

- Scott Foresman Training

Evaluation

- 2008 FCAT Science Test
- Quarterly performance-based assessments created by teachers
- Formative benchmark assessments created by teachers will be administered to students in grades three through five on a biweekly schedule
- District Interim assessments for grades four and five

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Our data has indicated that 17 percent of the parents have enrolled in the Parent Academy in 2006 – 2007 school year. Partnering with higher education academicians, K-12 practitioners, actively engaged parents, and the public and private sectors. The Parent Academy will offer Miami-Dade County Public Schools and Coral Park Elementary parents the opportunity to enjoy an academic collegiate environment to learn how to help their children succeed. Partnering with higher education, the goal is to have buildings, facilities, and resources harnessed to open college classrooms to parents across the county. Within these walls of higher learning, parents will be offered a myriad of classes.

Measurable Objective

Increase parental enrollment in the Parent Academy from 17 percent to 22 percent through the implementation of on-site parent, teacher, and student activities during the 2007-2008 school year as affirmed by enrollment documentation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent workshops to train parents to better assist their child's learning at home for Pre-Kindergarten, first, and second grades.	Principal, Assistant Principal, and Parent Academy Liason	08/20/07	06/05/08	Other/ Not Applicable	0
Expand the Parent Volunteer Program through P.A.V.E. with parent and teacher collaboration, and register all parents through the volunteer program.	Principal, Assistant Principal, and Parent Academy Liason	08/20/07	06/05/08	Other/ Not Applicable	6100
Conduct a "Back to School Night and Resource Fair" for all parents, to inform them of teacher expectations.	Principal, Assistant Principal, and Parent Academy Liason	08/20/07	06/05/08	Academic Enrichment Opportunities	1100
Conduct parental informational workshops for Grade 2 to provide parents with strategy awareness to ensure success on the SAT.	Principal, Assistant Principal, 2nd Grade Chairperson, and Parent Academy Liason	08/20/07	06/05/08	Other/ Not Applicable	1100
Conduct Parent Informational FCAT Workshops for Grades 3-5 to make parents aware of FCAT requirements.	Principal, Assistant Principal, Third, Fourth, and Fifth Grade Chairpersons	08/20/07	06/05/08	Other/ Not Applicable	1100
Conduct Parent Seminars with the Parent Academy to inform parents of different topics they can utilize to assist their child, while updating parents about current events with the school and community.	Principal, Assistant Principal, and Parent Academy Liason	08/20/07	06/05/08	Other/ Not Applicable	1000

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
 - Room Parent monthly meetings

Evaluation

- Increase Parental Involvement attendance forms by five percent.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

“There are probably no factors more important to successful school progress than regular and punctual school attendance. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school,” as stated in Miami-Dade County Public School Board Rule 6Gx13-5A-1.041, Student Attendance-Specific Responsibilities. We have an average attendance rate of 96.48 as per our 2006 – 2007 school year.

Measurable Objective

Given an emphasis on student attendance, the average attendance of 96.48 from the school year 2006 – 2007 will increase by 1 percent in the 2007 – 2008 school year as evidenced in the annual attendance report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor attendance and tardiness using the attendance bulletin.	Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Contact and meet with parents of students with poor attendance history.	Assistant Principal and School Counselor	08/20/07	06/05/08	Other/ Not Applicable	0
Implement and monitor daily attendance using Connect-Ed services.	Assistant Principal, and School Counselor	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize a 100% Perfect Atten-"dance" every grading period to promote daily attendance.	Assistant Principal and School Counselor	08/20/07	06/05/08	Other/ Not Applicable	3000

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

- This objective will be evaluated at the end of the 2007-2008 Attendance Report, as it compares to the 2006 - 2007 Attendance Report.
- Monitoring the quarterly attendance report will assist towards achieving our goal.

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

Teacher quality is the factor that matters most for student learning. Therefore, professional development for teachers becomes the key issue in using technology to improve the quality of learning in the classroom. The teachers at Coral Park Elementary were given a professional development survey to indicate which were their needs. Eighty-seven percent of the teachers indicated they wanted to receive further training in technology integration in the classroom. Lack of professional development for technology use is one of the most serious obstacles found in our school. Instead, a well-planned, ongoing professional development program that is tied to Coral Park Elementary's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their professional development in technology, as evidenced by a 100% participation during the 2007-2008 school year as documented by an end of the year survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Attend Professional Development for technology initiative such as Reading Plus, DIBELS (using a Palm Pilot), and the Electronic Grade Book.	Principal and Grade Book Manager	08/20/07	06/05/08	Other/ Not Applicable	0
Apply to Project Refresh grant, to increase number of computer stations	Principal and Computer Technician	08/20/07	06/05/08	Other/ Not Applicable	0
Attend Grant Writing professional development activities to gain funding for technology needs.	Principal and Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	13000

Research-Based Programs

Not Applicable.

Professional Development

- Grant writing workshops.
- DIBELS Handheld Device Training Assessment Team Product Training, September 12, 2007

Evaluation

- End of the year survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

Physical fitness, recreation and sound nutrition are central components of a healthy, meaningful and productive life. Promoting health and wellness is an important part of encouraging all Coral Park students to choose lifelong exercise and eating habits that combat obesity and reduce the risk of many chronic diseases. The FITNESSGRAM will be utilized to measure the fourth and fifth grade students' running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue with the Miami-Dade Area Health Education Center's (AHEC) innovative and rigorous Preventive Health and Safety Education for Students Program (PHASES).	Principal and Physical Education Teacher	08/20/07	06/05/08	Student Wellness	0
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.	Principal and Physical Education Teacher	08/20/07	06/05/08	Student Wellness	0
All students in grades two through five taking physical education, will have daily homework consisting of push ups, stretching, and abdominal crunches.	Principal and Physical Education Teacher	08/20/07	06/05/08	Student Wellness	0
Establish and maintain progress utilizing the Children's Trust Enrichment program through our after-school fourth and fifth grade students	Principal and Before/After School Manager	08/20/07	06/05/08	Student Wellness	5000
Spot quizzes to assess performance goals in home learning and monitor progress (bi-weekly).	Principal and Physical Education Teacher	08/20/07	06/05/08	Student Wellness	1100
Special Olympics for our SWD subgroup TMH/EMH basketball/soccer for eight years old and above students.	Principal and Physical Education Teacher	08/20/07	06/05/08	Student Wellness	300

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

- 2008 FITNESSGRAM results.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Given the correlation between the arts and abstract thinking and the fact that talented students in our school will benefit from an extended arts and music enrichment program, the school will implement an Art Club for students in grade five to engage them in active self-expression through various artistic 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. Attendance logs indicate that 25 students participated in the Art Club, 29 students participated in the Music club, and there was no dance participation in the 2006 – 2007 school year. We would like to increase enrollment by 10 percent.

Measurable Objective

Given emphasis on the benefits of participating in joining Enrichment activities programs, the number of students enrolled and participating in the Enrichment Activities will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year using attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain attendance logs at every club meeting.	Art Club and Music Club Sponsors	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Maintain students' art portfolios.	Principal and Art Club Sponsor	08/20/07	06/05/08	Other/ Not Applicable	0
Have a "Gallery" presentation to demonstrate art skills to parents and students.	Principal and Art Club Sponsor	08/20/07	06/05/08	Other/ Not Applicable	0
Weekly Music Club consisting of Chorus and Violins.	Principal and Music Club Sponsor	08/20/07	06/05/08	Other/ Not Applicable	0
Introduce different art techniques in the club, that are not used in regular art class.	Principal and Art Club Sponsor	08/20/07	06/05/08	Other/ Not Applicable	12000
Have a concert for Chorus and Violin in Winter and "Concert on the Green" in Spring.	Principal and Music Club Sponsor	08/20/07	06/05/08	Other/ Not Applicable	5000
In house presentations during the African-American and Hispanic Heritage luncheons as well as various holidays shows through the After School Dance.	Principal and After-School Manager	08/20/07	06/05/08	Other/ Not Applicable	5000

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

Review of attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

Coral Park Elementary will rank at or above the 92nd percentile statewide in the ROI index.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Coral Park Elementary ranked at the 91st percentile of the State of Florida Return on Investment (ROI) index.

Measurable Objective

Coral Park Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Big Brother and Big Sister Mentoring Program will mentor and tutor students, as well as lower teacher-students ratio.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0

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

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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 33 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, work 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:



School Improvement Plan 2007-2008



Assessments, evaluations, and teaching strategies were shared and discussed with the EESAC committee.

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	61900
Mathematics	34266
Writing	9300
Science	10690.65
Parental Involvement	10400
Discipline & Safety	3000
Technology	13000
Health & Physical Fitness	6400
Electives & Special Areas	22000
Return On Investment	0
Total	170956.65



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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