
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: *1041 - Coral Reef Elementary School*

FeederPattern: *Miami Palmetto Senior*

Region: *Regional Center V*

District: *13 - Miami-Dade*

Principal: *Lucille Matthews*

Superintendent: *Rudolph F. Crew, Ed.D.*



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Coral Reef Elementary School

The School Improvement Plan Committee, comprised of teachers, parents, and EESAC members, met in order to analyze available data, and formulate the following objectives for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 89 percent of all students reading at Level 3 or above, 71 percent of students in grades four and five making annual learning gains, and 63 percent of struggling students making annual learning gains, as documented by the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all students in grades three through five will increase their mathematics skills as evidenced by 87 percent of all students scoring at or above grade level and 79 percent making annual learning gains, as documented by the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by a two percent increase of students scoring at or above 4.0, as documented by the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, fifth grade students will score maintain or improve the 2005 Mean Scale Score, as documented by the 2006 FCAT Science Test.

Schoolwide parent participation on The School Volunteer Program will increase by five percent, as measured by sign-in logs from 2004-2005 compared to sign-in logs from 2005-2006.

Given instruction in Peaceworks, 80 percent of students in grades 3 through 5 will disagree that violence is a problem at the school, as measured by a school generated pre and post test.

Given specific independent reading levels and goals, all students in grades one through five will increase their number of Accelerated Reading points, as evidenced by 75 percent of students earning a minimum of five points per quarter.

Given practice in the skills required to attain competency for the FITNESSGRAM assessment, 89 percent of students in grades 4 and 5 will achieve 80 percent competency on the 2006 FITNESSGRAM assessment.

Given special area goals, special area teachers will use reading, writing, mathematics or science benchmarks to expand student exposure to the Sunshine State Standards, as measured by two identified benchmarks on lesson plans of special area teachers.

Coral Reef Elementary will improve its ranking on the State of Florida ROI index publication from the 84th percentile in 2003-2004 to the 86th percentile on the next publication of the index.

In reviewing the results of the Organizational Performance Improvement Snapshots Survey taken by 75 percent of employees, all categories earned an average score of 3.9 or above indicating an average response of frequently to always agreeing with the survey questions. Strategic Planning has been identified as a focus for improvement as we strive to involve all stakeholders during the 2005-2006 school year. This area was selected due to the fact that questions from this category received the lowest ranking. Although scores indicate that staff generally agree with the questions in this category, improvement can be made in how they perceive progress on work group plans, knowing how the plan affects them at work, and helping to include their ideas in future plans. For the coming year, we will work toward increasing communication among all stakeholders. We plan to provide additional information to all staff regarding future plans. This will be achieved through staff meetings to increase their knowledge in this area, and provide them with the tools needed to become more actively involved.

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 Reef Elementary School

VISION

Coral Reef Elementary empowers students to achieve excellence in education through: The mastery of academic skills necessary to pursue a life-long love of learning, acknowledgement of their membership in a global community, and development of knowledge and respect for their own and other cultures, while developing a social conscience and respect for the environment.

MISSION

Coral Reef Elementary provides students with rigorous academic instruction delivered through dedicated and exemplary teaching. This pursuit of excellence will be achieved through the collaboration of a staff and parents who realize the unique responsibility they share in creating future citizens who are prepared to meet the academic and social challenges of the 21st century.

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School Demographics

Coral Reef Elementary is located in south Miami Dade County at 7955 Southwest 152nd Street. This forty-five year old school sits on ten acres and has eight separate buildings with a freestanding media center. All of these buildings have been wired to provide internet access to the classrooms.

Coral Reef Elementary provides an academic curriculum committed to excellence. With an approximate student population of 750, the staff provides a variety of educational programs: Gifted, Specific Learning Disabilities, Computers, Art Appreciation, STAR publishing, Accelerated Reader, Riverdeep Destination Reading and Mathematics, FCAT Explorer, as well as an extensive Sunshine State Standards Curriculum. The staff is committed to improving students' achievement as related to school reform. The student population includes 50 percent White Non-Hispanics, 29 percent Hispanic, 14 percent Black Non-Hispanic, and 7 percent in the Other category.

The school employs a total of 63 full-time staff members and 11 part-time staff members. Of this group, two are administrators, 32 are classroom teachers, eight are special area teachers, four are gifted resource teachers, three are exceptional education student teachers, one is a guidance counselor, one is a media specialist, six are classroom paraprofessionals, seven are clerical employees, one is a speech pathologist, one is a computer technology technician, one is a security guard, two are cafeteria workers, and five are custodial service workers. Of the teaching staff, 49 percent hold Bachelors Degrees, 45 percent hold Masters Degrees, four percent hold Specialist's Degrees, and two percent hold Doctorate Degrees. Additionally, one is Nationally Board Certified.

School Foundation

Leadership:

The rubric used on the Organizational Performance Self Assessment Survey ranges in scores from 1 to 5, with 5 being the highest score of Strongly Agrees and 1 being the lowest score of Strongly Disagrees. The Survey results reported an average score of 4.1 in the Leadership Category. This corresponds closest to the Agrees score on the category rubric and reflects that most staff members believe that the school leadership sets a positive direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

The Survey results reported an average score of 3.9 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they are involved in the development and implementation of the school's goals and objectives.

Stakeholder Engagement:

The survey results reported an average score of 4.2 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members have a high level of satisfaction in the workplace.

Faculty & Staff:

The Survey results revealed an average score of 4.1 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they are involved in a team approach in the overall function of the school.

Data/Information/Knowledge Management:

The Survey results reported an average score of 4.3 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they possess the knowledge and ability to utilize data to monitor the progress of the school's staff and school functions.

Education Design:

The Survey results revealed an average score of 4.0 in this category. This corresponds to the Agrees score on the category rubric and reflects that most staff members are aware of the processes that drive the function of the school.

Performance Results:

The Survey results revealed an average score of 4.1 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members are particularly satisfied with their performance and perceive satisfactory feedback from the parent community and students.

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 checked="" 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 type="checkbox"/>

GOAL 1 STATEMENT:

All Coral Reef Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of reading.

Needs Assessment

An analysis of the data revealed that 87 percent of all students in grades three through five are reading at or above grade level, however 13 percent are not at grade level. Sixty-nine percent of fourth and fifth grade students made annual learning gains and 61 percent of struggling students achieved a year’s worth of progress. Conversely, 31 percent of all students and 39 percent of struggling students did not make annual learning gains. The data further reveals strength in the area of “Main Idea/Author’s Purpose”, but this population needs additional instructional support in the area of “Performance Task” Items. Additionally, all subgroups satisfied the 2004-2005 No Child Left Behind criteria, thus meeting adequate yearly progress in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 89 percent of all students reading at Level 3 or above, 71 percent of students in grades four and five making annual learning gains, and 63 percent of struggling students making annual learning gains, as documented by the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the Accelerated Reading Program integrating literature-based reading and technology.	Media Specialist, Computer Technologist	09/05/2005	05/15/2006
Sponsor motivational programs to encourage reading at school and at home, such as "Reading at the Reef".	Media Specialist	09/15/2005	09/15/2005
Identify students with an AIP and provide interventions as documented on the plan, while implementing the Continuous Improvement Model.	Teacher	08/08/2005	05/15/2006
Develop grade level timelines that include the identification of skills to be taught.	Teacher, Administrator	08/15/2005	03/01/2006
Provide opportunities to attend professional development activities, such as CRISS, Riverdeep Technology Training, DIBELS, Assess2Learn, Data Analysis, and Sharing of Best Practices.	Administrator	08/15/2005	05/15/2006
Administer a grade level bi-monthly assessment based on the grade level timeline, current benchmark(s), and independent reading of new material to represent a minimum of two grades per month per student, according to the Continuous Improvement Model.	Teacher	08/15/2005	03/01/2006
Identify Level 1 and 2 students from the 2005 FCAT Reading Test and provide/monitor small group tutoring intervention using Voyager during the school day.	Teacher	08/15/2005	05/15/2006
Implement the Comprehensive Research-based Reading Plan (CRRP) using the Houghton-Mifflin series.	Teacher, Reading Leader	08/08/2005	05/15/2006

Research-Based Programs

The research-based core reading program at Coral Reef Elementary is Houghton-Mifflin and the Comprehensive Research-based Reading Plan (CRRP).

Professional Development

The following professional development opportunities will be offered to the staff at Coral Reef Elementary: CRIS for Reading, Riverdeep Technology Training for Reading, FCAT Explorer, DIBELS, Assess2Learn, Data Analysis, and Sharing of Best Practices.

Evaluation

The objective will be evaluated based on the results of the 2006 Reading FCAT Test.

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

GOAL 2 STATEMENT:

All Coral Reef Elementary School students will make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of mathematics.

Needs Assessment

An analysis of the data revealed that 85 percent of students in grades three through five are at or above grade level in mathematics and 77 percent made annual learning gains. However, 15 percent are performing below grade level and 23 percent did not make annual learning gains. Students showed strength in the area of "Measurement", but need additional instructional support in the area of "Performance Task" items. All subgroups satisfied the 2004-2005 No Child Left Behind criteria, thus meeting adequate yearly progress in mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades three through five will increase their mathematics skills as evidenced by 87 percent of all students scoring at or above grade level and 79 percent making annual learning gains, as documented by the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a grade level bi-monthly assessment based on the grade level timeline, to represent a minimum of two grades per month per student.	Teacher	08/08/2005	02/28/2006
Identify students with an AIP and provide interventions as documented on the plan, while implementing the Continuous Improvement Model.	Teacher	08/08/2005	05/15/2006
Continue to provide opportunities for additional mathematics support to Level 1 and 2 students through small group tutoring, while implementing the Continuous Improvement Model.	Teacher, Administrator	08/08/2005	05/15/2006
Sponsor school-wide Math Superstars program to encourage mathematics practice at school and at home.	Administrator	09/14/2005	05/15/2006
Provide parents with a workshop on curriculum and FCAT instructional strategies used by teachers and parent support strategies.	Teacher, Administrator	09/14/2005	09/14/2005
Utilize District developed timelines that include the identification of skills to be taught, while implementing the Continuous Improvement Model.	Teacher, Administrator	08/08/2005	02/28/2006
Provide opportunities to attend professional development activities, such as CRISS, Eisenhower Mathematics Training, Riverdeep Technology Training, Assess2Learn, Data Analysis, and Sharing of Best Practices.	Administrator	08/15/2005	05/15/2006

Research-Based Programs

The research-based mathematics program at Coral Reef Elementary is Harcourt Math.

Professional Development

The following professional development opportunities will be offered to the staff at Coral Reef Elementary: CRISS for Mathematics, District offered Eisenhower Mathematics Training, Riverdeep Technology Training for Mathematics, FCAT Explorer, Assess2Learn, Data Analysis, and Sharing of Best Practices.

Evaluation

The objective will be evaluated based on the results of the 2006 FCAT Mathematics Test.

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

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

GOAL 3 STATEMENT:

All Coral Reef Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of writing.

Needs Assessment

An analysis of the data revealed that 82 percent of students in fourth grade scored a 4.0 or above, 92 percent scored a 3.5 or higher and 99 percent scored at least a 3.0 on the 2005 FCAT Writing Test. Fourth graders met the writing criteria for proficiency on the No Child Left Behind Act.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by a two percent increase of students scoring at or above 4.0, as documented by the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue participation in the District's Writing Across the Curriculum Program including a pre and post-test for grades 1 through 5.	Teacher	08/15/2005	05/15/2006
Identify students with an AIP and provide interventions as documented on the plan, while implementing the Continuous Improvement Model.	Teacher	08/08/2005	05/15/2006
Provide access and information to parents regarding writing technology resources available to students through a curriculum resource fair.	Teacher, Administrator	09/14/2005	09/14/2005
Develop grade level timelines that include the identification of skills to be taught, while implementing the Continuous Improvement Model.	Teacher, Administrator	08/15/2005	01/31/2006
Administer a grade level monthly writing prompt to represent a minimum of one grade per month per student, while implementing the Continuous Improvement Model.	Teacher, Administrator	08/15/2005	05/15/2006
Provide opportunities to attend professional development activities, such as CRISS, Riverdeep Technology, Assess2Learn, Data Analysis, and Sharing of Best Practices.	Administrator	08/15/2005	05/15/2006

Research-Based Programs

The research-based writing program at Coral Reef Elementary is Houghton-Mifflin.

Professional Development

The following professional development opportunities will be offered to the staff at Coral Reef Elementary: CRISS for Reading/Language Arts, Riverdeep Technology Training for Reading/Language Arts, Assess2Learn, Data Analysis, and Sharing of Best Practices.

Evaluation

The objective will be evaluated based on the results of the 2006 FCAT Writing Test.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All Coral Reef Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State Standards in the area of science.

Needs Assessment

An analysis of the data revealed that 82 percent of fifth grade students scored above the District mean, while 18 percent did not score above the District mean. Students showed strength in the areas of “Physical/Chemical”, “Earth/Space”, and “Life/Environmental, but need additional instructional support in the area of “Scientific Thinking”.

Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will score maintain or improve the 2005 Mean Scale Score, as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to increase project-based learning across the curriculum with a focus on higher order thinking skills, while implementing the Continuous Improvement Model.	Teacher	08/15/2005	05/15/2006
Provide access and information to parents regarding science technology resources available to students through a curriculum resource fair.	Teacher, Administrator	09/14/2005	09/14/2005
Conduct end of year classroom science exhibition in 4th and 5th grades to demonstrate proficiency in the Scientific Method.	Teacher	05/01/2006	05/05/2006
Administer a grade level bi-monthly assessment based on grade level timeline to represent a minimum of two grades per month per student, while implementing the Continuous Improvement Model.	Teacher	08/15/2005	02/28/2006
Utilize district developed grade level timelines that include the identification of skills to be taught, while implementing ongoing Scientific Method benchmarks.	Teacher, Administrator	08/15/2005	02/28/2006

Research-Based Programs

The research-based science program at Coral Reef Elementary is Scott Foresman-Addison Wesley Science Series.

Professional Development

The following professional development opportunities will be offered to the staff at Coral Reef Elementary: District offered Eisenhower Science Training and Sharing of Best Practices.

Evaluation

The objective will be evaluated based on the results of the 2006 FCAT Science Assessment

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.)

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

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

GOAL 5 STATEMENT:

Parent and guardian participation will increase to reflect an active partnership in achieving school improvement and educational accountability.

Needs Assessment

Data reveals that, although our school has a supportive PTA and volunteer community, school-wide parent meetings do not appear to be representative of parents at all grade levels. Although volunteer hours appear to have increased, an attempt will be made to increase participation of parents at all grade levels.

Measurable Objective

Schoolwide parent participation on The School Volunteer Program will increase by five percent, as measured by sign-in logs from 2004-2005 compared to sign-in logs from 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an in-school resource center for parents, such as a PTA resource room.	Administrator	08/15/2005	05/15/2006
Conduct parent meetings and conferences at times that accommodate family schedules.	Teacher, Administrator	09/14/2005	05/15/2006
Showcase students' achievements at times when families can participate.	Teacher, Administrator	09/14/2005	05/15/2006
Provide information to parents and community through PTA sponsored newsletter.	Administrator	08/15/2005	05/15/2006
Encourage families to visit the school for PTA, committee, and after school meetings.	Teacher, Administrator	08/15/2005	05/15/2006
Provide a "Meet and Greet" the principal on the first day of school.	Administrator	08/08/2005	08/08/2005

Research-Based Programs

National PTA Standards for Parents and Family Involvement Programs

Florida Department of Education Office of School Improvement "Ride the Wave" to Success in the Classroom, and "Strategies that Enhance Parent and Family Involvement".

Professional Development

The professional development opportunity offered to the staff at Coral Reef Elementary is Staff Seminars on Effective Communication Skills and Encouraging & Increasing Parental Involvement.

Evaluation

The objective will be evaluated based on the results on parent sign-in logs and parent surveys.

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.)

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

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

GOAL 6 STATEMENT:

Coral Reef Elementary students will perceive the school to be a drug free, safe, and non-threatening school environment conducive to student learning and achievement.

Needs Assessment

Data from the School Climate Survey 2004-2005 reveals that 11 percent of students felt that violence is a problem at the school. Conversely, 75 percent felt that violence was not a problem at the school. Although a large percentage of students felt that violence was not a problem, 11 percent of students is still a significant amount of students who feel unsafe.

Measurable Objective

Given instruction in Peaceworks, 80 percent of students in grades 3 through 5 will disagree that violence is a problem at the school, as measured by a school generated pre and post test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to support positive behavior through the FEA club.	FEA Sponsor	09/12/2005	05/15/2006
Continue to support adherence to school safety through the Safety Patrol Club.	Safety Patrol Sponsor	09/12/2005	05/15/2006
Continue to implement the "Do the Right Thing" Program.	School Guidance Counselor	09/12/2005	05/15/2006
Create and utilize a discipline committee to mediate discipline issues.	Administrator, Discipline Committee	08/15/2005	05/24/2006
Continue to adhere to the M-DCPS Code of Student Conduct.	Administrator, teacher, school guidance counselor	08/08/2005	05/24/2006

Research-Based Programs

The research-based program for this objective is Peaceworks Foundation.

Professional Development

The professional development opportunities offered to the staff at Coral Reef Elementary will involve training issues related to drug-free environments, safety, and conflict resolution by our guidance counselor.

Evaluation

The objective will be evaluated based on the results on the Parent School Climate Survey.

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.)

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

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

GOAL 7 STATEMENT:

All Coral Reef Elementary students will use technology to acquire the knowledge, skills, and competencies needed to master State Standards in reading.

Needs Assessment

Based on review of Accelerated Reading Reports, students in grades one through five have not participated adequately in independent reading activities.

Measurable Objective

Given specific independent reading levels and goals, all students in grades one through five will increase their number of Accelerated Reading points, as evidenced by 75 percent of students earning a minimum of five points per quarter.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parent participation in Accelerated Reader achievement by extending library hours.	Media Specialist	09/12/2005	05/15/2006
Continue to utilize STAR Diagnostic assessments to establish reading levels.	Teacher, Computer Technologist, Media Specialist	08/15/2005	05/15/2006
Utilize independent reading logs to encourage daily progress.	Teacher	08/15/2005	05/15/2006
Sponsor motivational programs to encourage reading at school and at home, by offering "Reading at the Reef" night.	Media Specialist	09/15/2005	09/15/2005
Sponsor a school-based motivational program to recognize high achievement of individual student Accelerated Reader goals.	Media Specialist, Administrator	09/12/2005	05/15/2006

Research-Based Programs

STAR Diagnostic Reading Assessment and Accelerated Reader

Professional Development

On site training will be offered to new teachers in the use of the STAR Diagnostic Assessment and Accelerated Reader software programs.

Evaluation

The objective will be evaluated based on the results on the Accelerated Reader Reports.

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

GOAL 8 STATEMENT:

All Coral Reef Elementary students in grades 2 through 5 will develop health-related fitness, physical competence, and cognitive understanding about physical activity.

Needs Assessment

An analysis of fitness scores for the 2004-2005 school year revealed that 87 percent of students in grades 4 and 5 achieved minimum competency in 80 percent of skills required on the FITNESSGRAM Assessment. Thirteen percent did not demonstrate competency on at least four out of five skills on this assessment.

Measurable Objective

Given practice in the skills required to attain competency for the FITNESSGRAM assessment, 89 percent of students in grades 4 and 5 will achieve 80 percent competency on the 2006 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote positive sportsmanship.	Physical Education Teacher	08/08/2005	05/24/2006
Continue to facilitate the understanding of healthy lifestyle issues.	Physical Education Teacher	08/08/2005	05/24/2006
Continue the use of the Sunshine State Standards for Physical and Health Education.	Physical Education Teacher	08/08/2005	05/24/2006
Ensure appropriate instructional time to activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teacher	08/08/2005	05/24/2006
Administer a bi-monthly fitness skills assessment.	Physical Education Teacher	09/12/2005	05/15/2006

Research-Based Programs

Coral Reef Elementary uses the FITNESSGRAM fitness program.

Professional Development

The following professional development opportunities will be offered to the physical education staff at Coral Reef Elementary: Miami-Dade County Physical Education Department sponsored monthly workshops, First Aid, and CPR.

Evaluation

The objective will be evaluated based on the results on the FITNESSGRAM fitness assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

All Coral Reef Elementary students begin a process in which appropriate competencies from special area classes are brought into alignment with identified benchmarks in Reading, Writing, Mathematics and Science.

Needs Assessment

Based on analysis of 2006 FCAT assessment data and grade level/special area teacher articulation discussions, there is a need for additional instructional support in the areas of reading, writing, mathematics, and science. Specific benchmarks that could be expanded through connections with special areas were identified through data on the FCAT Reading, Writing, Mathematics, and Science Assessments. In the area of reading, the identified benchmarks were “Author’s Purpose/Main Idea” and “Reference/Research”. Writing connections included vocabulary building, grammar, and expanding sentences on Performance Task Items (4th grade Reading and 5th grade Science and Mathematics). Mathematics allows for expansion in the areas of “Number Sense” and “Geometry” in art and music.

Measurable Objective

Given special area goals, special area teachers will use reading, writing, mathematics or science benchmarks to expand student exposure to the Sunshine State Standards, as measured by two identified benchmarks on lesson plans of special area teachers.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize art instruction to expand the Geometry strand.	Art teacher	08/08/2005	05/15/2006
Utilize music sight-reading to promote general comprehension skills in reading.	Music teacher	08/08/2005	05/15/2006
Utilize Spanish S instruction to reinforce writing and grammar skills.	Spanish S teacher	08/08/2005	05/15/2006
Utilize Spanish SL instruction to increase vocabulary skills and knowledge of context clues.	Spanish SL teacher	08/08/2005	05/15/2006
Utilize music instruction to expand the Number Sense strand.	Music teacher	08/08/2005	05/15/2006

Research-Based Programs

The research-based core reading and writing programs at Coral Reef Elementary are Houghton-Mifflin and the Comprehensive Research-based Reading Plan (CRRP). The research-based program in mathematics is Harcourt Math and Scott Foresman-Addison Wesley Science Series in Science.

Professional Development

The following professional development opportunities will be offered to the special area staff at Coral Reef Elementary: Sharing of Best Practices and on-site articulation between general education teachers and special area teachers.

Evaluation

The objective will be evaluated based on the results on the 2006 FCAT Reading, Writing, Mathematics, and Science Assessments.

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

GOAL 10 STATEMENT:

Coral Reef Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003-2004, Coral Reef Elementary, ranked at the 84th percentile on the State of Florida ROI index. The school is in the middle third of all elementary schools in the state on percent of students making learning gains and is also in the middle third of all elementary schools in the state on money spent per student.

Measurable Objective

Coral Reef Elementary will improve its ranking on the State of Florida ROI index publication from the 84th percentile in 2003-2004 to the 86th 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	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administrator	08/08/2005	05/24/2006
Consider shared use of facilities with PTA.	Administrator	08/08/2005	05/24/2006
Continue to provide additional instructional support for 4th and 5th grade Level 1 and 2 students in reading and mathematics.	Administrator, Teacher	08/08/2005	05/15/2006
Collaborate with the District on resource allocation.	Administrator	08/08/2005	05/24/2006

Research-Based Programs

Florida Department of Education Return on Investment Report

Professional Development

The professional development opportunity offered to the staff at Coral Reef Elementary is an on site staff seminar on interpreting learning gains data in grades 4 and 5.

Evaluation

On the next State of Florida ROI index publication, Coral Reef Elementary will show progress toward reaching the 86th 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 EESAC recommends that the principal meet, review and discuss the school budget.

Training:

The EESAC recommends that additional staff development is not necessary.

Instructional Materials:

The EESAC recommends the purchase of additional instructional materials to support the FCAT in Reading, Mathematics and Science.

Technology:

The EESAC recommends the purchase of additional computer hardware to support the technology plan for the school.

Staffing:

The EESAC recommends the use of FCAT enhancement monies to fund the Mastery Tutorial Program.

Student Support Services:

The EESAC recommends the continued use of Miami Dade County programs to provide assistance to students such as "Do the Right Thing".

Other Matters of Resource Allocation:

The EESAC recommends no other matters of resource allocation at this time.

Benchmarking:

The EESAC recommends the allocation of school personnel to support classroom teachers in reaching benchmarking goals.

School Safety & Discipline:

The EESAC recommends the use of the drop off area to provide safe entrance and exit from school. They supported the creation of a school wide discipline committee.

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