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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1081 - Coral Terrace Elementary School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Jorge Sotolongo

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Coral Terrace Elementary School*

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Coral Terrace Elementary School is located on 5 acres of land in South Central Miami-Dade County. The school houses 573 students in Kindergarten through fifth grade. The Title I Pre-kindergarten houses 18 students. Beginning in the 2005-2006 school year, two second grade classes will offer the Extended Foreign Language Program (EFL), thereby adding to the two kindergarten and two first grade classes that already offer the program. The co-teaching model of inclusion is used in grades three, four and five during the Language Arts teaching block. Resource Varying Exceptionality classes are also offered for Special Education students in grades K-5. Coral Terrace also offers a Resource Gifted program which focuses on Language Arts and Reading. The Academic Excellence Program (AEP) focuses on Drama/Public Speaking and Chess and is implemented as an after school program for eligible students. Coral Terrace Elementary also offers a fee supported After-School Care Program which provides students with Dance, Music, Chess, Arts & Crafts, and Computer skills lessons on a rotating basis. After analyzing and evaluating all pertinent data to our school, the Coral Terrace Elementary stakeholders in conjunction with the Educational Excellence School Advisory Council, have identified the following priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their reading skills by 67% of the students achieving Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their mathematical skills by 67% of the students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will demonstrate an improvement in their mathematical skills by 44% of the students scoring at level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate an improvement in their writing skills by 89% of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score.

Given the need to increase parental involvement, parent attendance at Bilingual Outreach Parent Meetings for the 2005-2006 school year will increase by five percent when compared to the attendance for Bilingual Outreach Parent Meetings for the 2004-2005 school year, as evidenced by sign-in sheets.

Given the need to improve student attendance, students in grades Kindergarten through fifth will improve their daily attendance by a minimum increase of three percent in the number of students with perfect attendance during the first semester as compared to the number of students with perfect attendance during the second semester, as evidenced by semester attendance reports.

Given the need to improve the technology skills of the staff, faculty and staff will increase the utilization of the District e-mail system as evidenced by pre and post survey results comparing usage in August 2005 to that of the usage in May 2006.

Given participation in the Presidential Challenge, students in grades two through five will spend a minimum of 5 hours per school week participating in physical activities after school, as evidenced by activity logs completed by the students and reviewed by the Physical Education teachers.

Given the need to provide art and music education for all students, Triple I (Immediate Intensive Instruction) students in grades two through five will participate in monthly art and music activities as evidenced by eight post activity writing samples to be maintained by resource teachers in student portfolios.

Coral Terrace Elementary School will improve its ranking on the State of Florida ROI Index publication from the 15th percentile in 2004 to the 18th percentile on the next publication of the index.

In order to achieve these objectives, Coral Terrace Elementary's stakeholders have suggested strategies to be used to improve students' learning. Reading, writing and mathematics instruction will continue to be the priority focus for 2005-2006. There will be a strong effort to promote science literacy skills, improve health and physical fitness, and develop greater knowledge of the fine arts. Strategies to be used will include the utilization of the Competency-Based Curriculum and Sunshine State Standards in all areas of instruction, infusion of the writing process throughout the curriculum, increased interactive science activities, participation in physical fitness activities, and exposure to the fine arts. Improvement in the staff's technology skills will be promoted through professional development activities.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS), faculty and staff at this school believe the category of Business Results to be the area in need of most improvement within our school organization. Coral Terrace Elementary as an organization will focus on removing obstacles that interfere with progress. Integral factors in this improvement process will be to improve communication between all community stakeholders, provide faculty and staff members the opportunity to best use their time and talents, and support staff in all their endeavors thereby making school improvement a shared responsibility. Through improved communication, the administration will provide greater disclosure regarding the organization's financial situation throughout the year which was an area of concern according to the (OPIS).

## 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 Terrace Elementary School

### VISION

We are committed to providing an environment where our students' needs, both academic and social are the driving force for all decisions.

### MISSION

Coral Terrace Elementary School will provide each student with the necessary academic and social skills to become student leaders and responsible members of their community.

### CORE VALUES

#### Excellence

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

#### Integrity

We emphasize Honesty, Respect and Empathy as integral qualities of our school community.

#### Responsibility

We foster an environment where students take ownership of their learning and behavior.

#### Perseverance

We promote the virtue of persistence and continual effort in working towards individual and schoolwide goals.

## *School Demographics*

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The student population is 96% Hispanic and 4% White, non-Hispanic/Other. Approximately 80% of the student population is enrolled in the federal government's free or reduced lunch program. Student membership has stabilized during the last two years, in comparison to a previous five year trend of declining membership. The student mobility rate index is 26%. There are 174 Limited English Proficiency students currently enrolled in the school. The Varying Exceptionalities Program serves 20 Specific Learning Disabled students, 2 Educable Mentally Handicapped students, 1 Autistic student, 1 Developmentally Delayed students, 2 Hearing Impaired students, 1 Orthopedically Impaired student, and 2 Other Health Impaired students. Additionally, there are 8 Speech Impaired and Language Impaired students receiving services.

The faculty population is 66% Hispanic, 15% Black, and 20% White. Fifty-four percent of the staff hold Master's degrees, 12% hold Doctorate or Specialist degrees. The average teaching experience is 17 years, and there are no beginning teachers on the staff.

The community surrounding Coral Terrace Elementary is predominantly of Hispanic origin. Homes in the area range from low-income apartments to middle income single family homes. A great number of families in this community are recently arrived immigrants, many do not speak English and most are employed in minimum wage jobs. Many families are dependent upon government subsidized services or relatives for all their needs. Therefore, the majority of the students do not have appropriate healthcare. Providing our students and their parents with information, resources, and assistance is this school's greatest challenge.

# *School Foundation*

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## ***Leadership:***

The Coral Terrace Elementary administration meets bi-monthly with the entire faculty and monthly with each grade level. Open communication with the entire staff is maintained via these meetings, and is also disseminated by the grade level/department chairs as needed. The school's mission and vision are communicated clearly with the staff and all community stakeholders. The administration encourages all staff to continue to grow in their respective fields via professional development, and strives to maintain an environment where staff is able to do their job without unnecessary barriers. According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for this category was a 4.5

## ***District Strategic Planning Alignment:***

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for this category was a 4.2. Coral Terrace Elementary includes its entire staff in the development of its goals and objectives. In addition to the Educational Excellence School Advisory Council (EESAC), the staff participates in the writing, revision, and finalization of the goals and objectives that are to be implemented for the following school year.

## ***Stakeholder Engagement:***

At Coral Terrace Elementary both students and parents feel comfortable informing the staff of their needs, and have expressed satisfaction with the processes used at the school site. According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Customer and Market Focus category was a 4.4.

## ***Faculty & Staff:***

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Human Resource Focus category was a 4.4. Coral Terrace Elementary School staff is organized into grade level teams, into which the special area teachers and resource personnel have also been integrated. Vertical articulation teams have also been informed in order to provide the faculty with the opportunity to discuss issues across grade levels and departments.

Teacher Mentoring Programs: First year teachers and teachers new to Coral Terrace Elementary are assigned a mentor teacher. The mentor teacher works with the new teacher on a daily basis to assist in the process of developing lesson plans, grading assignments, preparing for conferences, and fulfilling all other teaching responsibilities. Buddy teachers work with faculty members that are new to Coral Terrace Elementary on a weekly basis or as needed by the new teacher. Buddy teachers assist the new faculty members by helping them to integrate within the culture of the school.

## ***Data/Information/Knowledge Management:***

The administration of the school provides staff with ongoing opportunities to discuss and analyze pertinent data information. Faculty meetings and grade level/department meetings are used to not only disseminate information, but also to discuss how to use it to impact individual student learning. Employee data is gathered informally via walk-throughs by the administrators. Formal data is gathered via PACES observations, analysis of student progress, and

various reports produced by the district. All data is analyzed and disaggregated to implement any necessary changes to the educational or overall school program. According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the category of Measurement, Analysis, and Knowledge Management was a 4.4.

### ***Education Design:***

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Process Management category was a 4.2. School-wide Improvement Model: Coral Terrace Elementary incorporates a Continuous Improvement Model. Ongoing collaboration among parents, teachers, and administration via the Educational Excellence School Advisory Council is central to this process. The focus of instruction is based on ongoing data analysis. Monthly grade level meetings are held to ensure the dissemination of information and understanding of the changing instructional needs of the students. Vertical and horizontal articulation takes place on a quarterly basis to ensure a smooth transition of the curriculum between grade levels. Students in grades Kindergarten to five are administered the DIBELS quarterly to provide current data to drive the instructional program.

Extended Learning Opportunities: Coral Terrace Elementary provides intensive reading instruction during the school day to students in grades two through five. Additional reading instruction is provided to students on a prioritized need basis. Students with Disabilities are being targeted for additional assistance through the Inclusion Program in grades three, four, and five. Additionally, Limited English Proficient students will receive additional academic assistance in the NCLB tutorial program.

### ***Performance Results:***

In the process of implementing the School Improvement Plan, a variety of strategies were being utilized to provide intervention strategies to low performing students. Through the intensive interaction with the students, members of the staff discovered that many of the low performing students had unattended health and vision issues. Miami Children's Mobile Health Unit and the Heiken Foundation were contacted, and are providing free monthly services to needy students at Coral Terrace Elementary. According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Business Results category was a 4.2.

# ***Additional Requirements***

Only for schools under state sanction

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• **High Quality, Highly Qualified Teachers:**

• **Highly Qualified, Certified Administrators:**

• **Teacher Mentoring:**

• **School Advisory Council:**

• **Extended Learning Opportunities**

• **School Wide Improvement Model**



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Reading achievement will improve for all students.

**Needs Assessment**

The results of the 2005 FCAT Reading Test indicated that the reading component most problematic for students in grades three through five was Words/Phrases. Data analysis scores over the last three years confirm the fact that Words/Phrases remains the primary area of weakness for Coral Terrace Elementary students.

**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 demonstrate an improvement in their reading skills by 67% of the students achieving Level 3 or higher on the 2006 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students in grades one through five with instruction in how to utilize semantic mapping to increase their ability to analyze word parts.	Classroom Teachers Reading Coach Assistant Principal	8/15/2005	5/19/2006
Implement a school-wide activity for vocabulary building through the school's morning announcements.	Classroom Teachers Media Specialist	8/15/2005	5/19/2006
Utilize the Early Success and Soar to Success Intervention programs for reading to target students needing immediate intensive instruction.	Reading Coach Resource Teacher Special Education Teachers	9/26/2005	5/19/2006
Identify students, using data analysis for skill specific reading instruction through guided reading, monitor and adjust strategies (CIM).	Classroom Teachers Reading Coach Assistant Principal	9/26/2005	5/17/2006
Utilize the Academic Improvement Plan (AIP) process to individualize instruction and monitor the progress of all low performing students.	Principal Assistant Principal Reading Coach Classroom Teachers	9/26/2005	5/19/2006
Monitor student progress through the implementation of assessments as delineated in the CRRP including the DIBELS quarterly assessments.	Classroom Teachers Reading Coach Assistant Principal	9/26/2005	5/19/2006
Target level one students for participation in a reading tutorial program either during or after school utilizing Quick Reads, Voyagers, and FCAT Task cards as appropriate.	Assistant Principal Reading Coach Resource Teacher	9/26/2005	5/19/2006

### Research-Based Programs

Houghton Mifflin textbook series.

## **Professional Development**

1. Continue providing teachers with training on how to use the Student Performance Indicators database.
2. Language Arts teachers will meet weekly to plan cooperatively and revise and update curriculum maps.
3. Provide teachers with ongoing training in CRISS strategies and other Reading, Writing and Critical Thinking workshops throughout the year.
4. Provide teachers with training on how to interpret DIBELS test scores to target reading instruction for all students.

## **Evaluation**

The objective will be evaluated by scores on the DIBELS quarterly assessment and the 2006 FCAT Reading 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 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"/>

**GOAL 2 STATEMENT:**

Mathematics achievement will improve for all students.

**Needs Assessment**

The results of the 2005 FCAT Mathematics Test indicated that the mathematics component most problematic for students in grades three through five was Number Sense. The only subgroup identified on the 2005 Adequate Yearly Progress Report that did not make adequate yearly progress was the Limited English Proficient(LEP) group.

**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 checked="" 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 demonstrate an improvement in their mathematical skills by 67% of the students achieving Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will demonstrate an improvement in their mathematical skills by 44% of the students scoring at level 3 or higher on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Student Performance Indicators to identify Level One students for participation in tutorial program.	Classroom Teachers Reading Coach Assistant Principal	8/15/2005	5/19/2006
Monitor student progress through the implementation of chapter tests from the Scott Foresman Addison Wesley Mathematics Series.	Classroom Teachers Assistant Principal	8/15/2005	5/19/2006
Provide students with access to manipulatives in order to provide tactile learning experiences for all.	Classroom Teachers	8/15/2005	5/19/2006
Incorporate Mathematics Task Cards into teacher weekly lesson plans.	Classroom Teachers	8/15/2005	5/19/2006
Utilize the Student Performance Indicators in the Academic Improvement Plan (AIP) process to individualize instruction and monitor the progress of all low performing students.	Principal Assistant Principal Reading Coach Classroom Teachers	9/26/2005	5/19/2006
Develop mathematical vocabulary for LEP students through the use of manipulatives and math journals.	Assistant Principal CCHL Teachers	8/30/2005	5/19/2006
Using data analysis, monitor student progress and adjust strategies via the implementation of diagnostic assessment tools from the Scott Foresman Addison Wesley Diagnosis and Intervention System(CIM).	Classroom Teachers	8/15/2005	5/19/2006

## Research-Based Programs

Scott Foresman Addison Wesley textbook series and resource materials.

## **Professional Development**

1. Continue providing teachers with training on the use of Student Performance Indicators database.
2. Mathematics teachers will meet weekly to plan cooperatively and revise and update curriculum mapping.
3. Provide teachers with ongoing training on how to effectively teach using the FCAT Mathematics Task Cards.
4. Provide teachers with ongoing training in Critical Thinking and Problem Solving workshops throughout the year.

## **Evaluation**

The objective will be evaluated by scores on the Pre and Post Test scores on the Scott Foresman Addison Wesley Mathematics Inventory Test and 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

Writing achievement will improve for all students.

**Needs Assessment**

The results of the 2005 FCAT Writing Test indicated that the mean expository score was two tenths of a point lower than the mean narrative score.

**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 demonstrate an improvement in their writing skills by 89% of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use data gathered from monthly prompts to target writing instruction deficiencies.	Classroom Teachers Reading Coach Assistant Principal	8/15/2005	5/19/2006
Identify students who score below a three on the pretest using six point rubric to provide them with additional instruction in effective writing strategies.	Classroom Teachers	8/15/2005	5/19/2006
Administer a monthly writing prompt in grades Kindergarten through Fifth.	Classroom Teachers Reading Coach Assistant Principal	8/8/2005	5/19/2006
Instruct students on how to use story map frames to improve their narrative writing skills.	Grade Level Chairs Classroom Teachers Reading Coach Assistant Principal	10/11/2005	5/19/2006
Meet once a month to score writing samples across grade levels.	Classroom Teachers Assistant Principal	8/15/2005	5/19/2006
Publish student expository or narrative writing pieces to share with classmates through circulation in Media Center.	Classroom Teachers Media Specialist Reading Coach	8/15/2005	5/19/2006
Provide teachers with training on scoring writing samples using the six-point rubric.	Assistant Principal Grade Level Chairs Classroom Teachers Special Education Teachers	8/15/2005	5/19/2006

### Research-Based Programs

Houghton Mifflin textbook series with additional resource materials.



## **Professional Development**

1. Continue providing teachers with training on how to accurately assess writing utilizing the FCAT Writing six point rubric system.
2. Language Arts and Reading teachers will plan cooperatively through weekly grade level meetings.
3. Teachers will be provided with ongoing training in effective writing strategies and other writing workshops.

## **Evaluation**

The objective will be evaluated by scores on the Monthly Writing Prompts and the scores on the 2006 FCAT Writing Plus 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.)

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 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 type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Science skills will improve for all students.

### ***Needs Assessment***

Scores on the 2005 FCAT Science Test indicate that the mean scale score was three points below the District average. Standard Curriculum students scored eleven points higher than the District average, however, Limited English Proficient (LEP) students and Student With Disabilities (SWD) scored significantly below the District average. The most problematic area for all the students was Earth and Space Science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District's mean scale score.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff with ongoing training on the Scientific Process.	Principal Assistant Principal	8/8/2005	5/15/2006
Utilize the Academic Improvement Plan (AIP) process to individualize instruction and monitor the progress of all students scoring below seventy percent on the Measuring Up Science pre-tests.	Fifth Grade Classroom Teachers	9/12/2005	5/19/2006
Conduct hands on science experiments to provide all students with tactile learning experiences.	Grade Level Chairs Classroom Teachers	8/15/2005	5/19/2006
Incorporate FCAT Task Cards into weekly lesson plans.	Classroom Teachers	8/15/2005	05/19/06
Target Students With Disabilities (SWD) and Limited English Proficient Students (LEP) for additional support as appropriate.	ESE Teachers ESOL Teachers Classroom Teachers	8/15/2005	5/19/2006
Target incoming fifth grade students with science deficiencies by administering the Measuring Up Science Pre-test at the end of fourth grade (CIM).	Grade Level Chairs Classroom Teachers	4/3/2005	05/19/2006

### Research-Based Programs

Hardcourt textbook series and resource materials.

### Professional Development

1. Provide teachers with training on the use of Student Performance Indicators database.
2. Science teachers will meet weekly to plan cooperatively modify and update curriculum mapping.
3. Provide teachers with ongoing training on how to effectively teach using hands on experiments and activities.
4. Provide teachers with access to District trainings and workshops that focus on the Scientific Process.

## **Evaluation**

The objective will be evaluated by scores on the Measuring Up Science Pre and Post tests and the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

**GOAL 5 STATEMENT:**

Parental involvement in schoolwide activities will be improved

**Needs Assessment**

Parental involvement in schoolwide activities has varied widely depending upon the type of activity scheduled. Parent attendance at events at such Open House, Halloween Carnival and Awards Assemblies have averaged forty-five percent or higher. Parent attendance at Bilingual Outreach Meetings average only five to six percent.

## Measurable Objective

Given the need to increase parental involvement, parent attendance at Bilingual Outreach Parent Meetings for the 2005-2006 school year will increase by five percent when compared to the attendance for Bilingual Outreach Parent Meetings for the 2004-2005 school year, as evidenced by sign-in sheets.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with timely notification of Bilingual Outreach Workshops and other school sponsored activities so that they may plan accordingly to attend (school calendars, flyers and posted meeting notifications).	Community Involvement Specialist	9/12/2005	5/19/06
Provide students in grades one through five with an agenda that includes the Parent/Student Handbook to provide access to school related information as well as a form of open communication with classroom teachers.	Principal Classroom Teachers	8/8/2005	5/19/06
Hold monthly EESAC Meetings in order to inform parents of school improvement activities.	EESAC Committee Members	9/30/2005	5/19/06
Provide parents with community resource information.	Community Involvement Specialist	8/15/05	5/19/06
Assist newly arrived immigrant families in identifying the resources available to help facilitate their transition into the community and culture.	Community Involvement Specialist	8/15/05	5/19/06

## Research-Based Programs

National Standards for Parent/Family Involvement Programs.

## Professional Development

1. Provide members of the Educational Excellence Advisory Council with opportunities to address parent needs and issues through its parent representatives.
2. Provide teachers with in-house training on how to effectively communicate with parents.

## Evaluation

The objective will be evaluated by sign in sheets from the monthly Bilingual Outreach Program.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### ***GOAL 6 STATEMENT:***

Daily attendance will improve for all students.

### ***Needs Assessment***

Over the last three years, student perfect attendance rates have declined steadily each quarter. In the 2003-2004 school year 62% of the students had perfect attendance, the following year 2004-2005 that number dropped to 51%. In the first quarter of 2005-2006 only 43% of the students achieved perfect attendance. Although achieving an overall attendance rate of 95%, approximately 5% of the students had 21 or more absences. Coral Terrace Elementary School was ranked in the lowest quartile in daily student attendance of all elementary schools in the district for the 2004-2005 school year.

## Measurable Objective

Given the need to improve student attendance, students in grades Kindergarten through fifth will improve their daily attendance by a minimum increase of three percent in the number of students with perfect attendance during the first semester as compared to the number of students with perfect attendance during the second semester, as evidenced by semester attendance reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Telesoft Communications System to communicate with parents when their child has been absent from school.	Attendance Clerk Principal	8/8/2005	5/19/2006
Implement a motivational reward program for students that achieve perfect attendance.	Counselor Classroom Teachers Assistant Principal	9/06/2005	5/19/2006
Implement the Truancy Intervention Program (TIP) for students with excessive absences.	Counselor Attendance Clerk Assistant Principal	8/8/2005	5/19/2006
Work in collaboration with the school's social worker to monitor students with poor attendance.	Social Worker Counselor Attendance Clerk Assistant Principal	8/08/2005	05/19/2006
Provide incentives for classes that have 100% attendance for five consecutive school days.	Counselor Classroom Teachers Assistant Principal	9/6/2005	5/19/2006

## Research-Based Programs

## Professional Development

## Evaluation

Semester attendance reports will be used to monitor the number of students achieving perfect attendance in the first and second semesters.



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

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

### ***GOAL 7 STATEMENT:***

Faculty and staff will communicate regularly utilizing the District e-mail system.

### ***Needs Assessment***

The 2004 STaR School Profile scores indicate that Teacher Use of Technology is at .8 on a 4-point scale. Professional Development and Teacher Access to Technology scores were each at 1- point on a 4-point scale. After administering a school authored technology usage survey, the Technology Committee identified at least 50% of the staff as never having used the District's e-mail system, nor having the knowledge base to use this system.

## Measurable Objective

Given the need to improve the technology skills of the staff, faculty and staff will increase the utilization of the District e-mail system as evidenced by pre and post survey results comparing usage in August 2005 to that of the usage in May 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that work orders for computer repairs are completed in a timely manner.	Principal Assistant Principal Technology Committee Computer Technichian	8/8/05	5/19/06
Distribute a Pre and Post Test Survey to teachers to determine their level of proficiency before and after in house training sessions.	Technology Committee	9/26/2005	5/19/06
Discontinue photocopying memorandums and other read only documents and instead send them electronically through the District's e-mail system.	Principal Assistant Principal	10/17/2005	5/19/06
Create links to teacher e-mail through the school's website in order to provide parents with an additional form of communicating with the school.	Technology Commmittee Classroom Teachers	10/31/2005	5/24/2006
Log into their District e-mail accounts daily.	Principal Assistant Principal Teachers	10/17/2005	5/19/06
Provide training on how to access and utilize District e-mail accounts to teachers and other faculty and staff members as needed.	Technology Committee	10/31/2005	5/19/06

## Research-Based Programs

### Professional Development

1. The Technology Committee will provide both initial and ongoing training on how to access and utilize District e-mail.
2. Administrators will provide faculty members with access to District Technology trainings and workshops as they become available.

## **Evaluation**

The objective will be measured by comparing the results of the site-authored pre survey administered in August 2005 and the site-authored post survey administered in May 2006.

## 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 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 type="checkbox"/>

### ***GOAL 8 STATEMENT:***

Improve the health and physical fitness of all students.

### ***Needs Assessment***

Dr. Gloria Riefkohl, the pediatrician for the Miami Children's Mobile Health Unit has been monitoring the students' heights and weights over the last two years. She voiced a concern over the number of students that had doubled and even tripled their body weight in one year. Additionally, as she interviewed the students and their parents it was noted that the majority of the students typically were participating in physical activities for less than 15 minutes per day after school. The results of informal surveys conducted by the Physical Education teachers indicate that 71% of the students in grades two through five spend less than 5 hours per week involved in a physical activity after school.

## Measurable Objective

Given participation in the Presidential Challenge, students in grades two through five will spend a minimum of 5 hours per school week participating in physical activities after school, as evidenced by activity logs completed by the students and reviewed by the Physical Education teachers.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide incentives such as stickers and certificates to students who increase their level of fitness each nine weeks.	Principal Assistant Principal Physical Education Teachers	10/11/2005	5/19/2006
Provide students with access to fitness articles and magazines to further increase their knowledge of what constitutes healthy living.	Principal Assistant Principal	10/3/2005	5/19/2006
Target overweight students in grades three through five for participation in an educational after school program that focuses on teaching strategies for healthy living.	PTA President Reading Coach	9/29/2005	5/18/2006
Provide students with opportunities to meet in groups for the purpose of brainstorming possible after school physical activities.	Physical Education Teachers	8/29/2005	5/19/2006
Implement the Presidential Challenge program with students in grades two through five.	Physical Education Teachers	8/15/2005	5/19/2006
Utilize Edusoft to monitor students activity logs from the Presidential Challenge program on a weekly basis.	Physical Education Teachers	9/6/2005	5/19/2006

## Research-Based Programs

Presidential Challenge

## Professional Development

## **Evaluation**

This objective will be measured using the Edusoft program to compare the results of the first nine week's activity logs with those from the fourth nine weeks to determine whether or not students meet the targeted goal of five hours per school week.

## 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.)

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

***GOAL 9 STATEMENT:***

Increase the amount of exposure to art and music experiences for all students.

***Needs Assessment***

Immediate Intensive Instruction(Triple I)students that are not meeting grade level standards are participating in tutorial classes during their Special Area class times. These students are receiving little or no instruction in the areas of Art and Music.

## Measurable Objective

Given the need to provide art and music education for all students, Triple I (Immediate Intensive Instruction) students in grades two through five will participate in monthly art and music activities as evidenced by eight post activity writing samples to be maintained by resource teachers in student portfolios.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design a motivational poster promoting success on the FCAT.	Resource Teachers Assistant Principal	11/1/2005	1/31/2006
Introduce students to art and music from around the world via bi-monthly presentations on the morning news.	Classroom Teachers Music Teacher Art Teacher Broadcast sponsor	10/11/2005	5/19/2006
Integrate art and music vocabulary words with the "Word of the Day" on the morning news.	Classroom Teachers Music Teacher Art Teacher Broadcast sponsor	10/11/2005	5/19/2006
Utilize music and/or art with Triple I students as a means of demonstrating comprehension of concepts on a monthly basis.	Resource Teachers Assistant Principal	10/11/2005	5/19/2006
Invite guest artists to perform for the students.	Community Involvement Specialist EESAC members	10/11/2005	5/19/2006

## Research-Based Programs

## Professional Development

## Evaluation

Triple I students in grades two through five will produce eight post activity writing samples.



## 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.)

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

**GOAL 10 STATEMENT:**

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

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicate that in 2003 Coral Terrace Elementary ranked at the 15th percentile on the State of Florida ROI Index.

## Measurable Objective

Coral Terrace Elementary School will improve its ranking on the State of Florida ROI Index publication from the 15th percentile in 2004 to the 18th 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	EESAC members Principal Assistant Principal	9/30/2005	5/19/2006
Collaborate with the district on resource allocation	Principal Assistant Principal	9/30/2005	5/19/2006
Consider reconfiguration of existing resources	Principal Assistant Principal	9/30/2005	5/19/2006
Seek business partnerships within the community	Community Involvement Specialist EESAC members Principal Assistant Principal	9/30/2005	5/19/2006

### Research-Based Programs

Return On Investment Index

### Professional Development

### Evaluation

On the next State of Florida ROI Index publication Coral Terrace Elementary will show progress toward reaching the 18th percentile.

## *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 Educational Excellence School Advisory Council (EESAC) recommends providing the Media Center with additional funds for the purchase of books and accompanying Accelerated Reader Tests. Additionally, the EESAC suggested the purchase of software to support the school's curriculum.

### ***Training:***

Educational Excellence School Advisory Council members felt strongly about developing the technology skills of the staff through in-house professional development. The committee recommends an initial goal be developed to have all staff members communicating via e-mail by the end of the 2005-2006 school term.

### ***Instructional Materials:***

The Educational Excellence School Advisory Council recommends finding additional funding sources to supplement the instructional materials requested by teachers. EESAC monies could be used to purchase software to support the school's curriculum.

***Technology:***

The Educational Excellence School Advisory Council recommends providing the staff with technology training so that technology can be appropriately integrated throughout the curriculum.

***Staffing:***

Educational Excellence School Advisory Council members recommend hiring additional security personnel as funding becomes available.

***Student Support Services:***

The Educational Excellence School Advisory Council recommends the continuation of partnerships with agencies such as Miami Children's Mobile Health Unit, Heiken Vision Foundation, and Miami Behavioral Psychological Services.

***Other Matters of Resource Allocation:***

The Educational Excellence School Advisory Council continues to seek new Dade Partnerships and grant opportunities in order to expand the financial resources available to Coral Terrace Elementary School.

***Benchmarking:***

The Educational Excellence School Advisory Council membership is divided into teams that are responsible for monitoring and reporting on specific School Improvement Plan objectives.

***School Safety & Discipline:***

Educational Excellence School Advisory Council members recommends the expansion and updating of the School Safety Patrol Program, DARE Program, Do The Right Thing Program, and Willy Whistle Pedestrian Safety Program.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*