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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1001 - Coral Park Elementary School

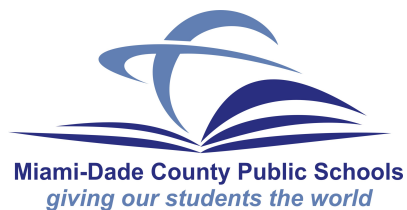
*FeederPattern:* Miami Coral Park Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Maria Nunez

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Coral Park Elementary School*

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Built in 1960, Coral Park Elementary School serves 956 students from Pre Kindergarten through fifth grade and 48 students in the ESE and Voluntary Pre-K Program. The student population consists of ninety-four percent Hispanic, one percent Black, four percent White, and one percent Asian/Indian/Multiracial. The school achieves low mobility rate, with a high stability rate of 97.5%. The school services the community by providing before and after-school child care, Saturday school, Gifted Resource, and now, inclusion classes with our SWD (Students With Disabilities). Students' individual needs are met through the implementation of the following programs:

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

academically talented elementary students. This program stresses skills such as inquiry, reasoning, analysis, and synthesis, which are necessary for success in all subjects. AEP's focus is on the thinking process. In this program, students experience activities for a minimum of four hours per week designed to enhance the development of higher order critical thinking skills as well as their application.

- **EXTENDED FOREIGN LANGUAGE PROGRAM (BILINGUAL LANGUAGE):** This program is designed to accommodate the linguistic needs of students, including those who are limited English proficient (LEP), English acquired as a second language, and/or native English speaking students. Students are instructed using second language strategies as necessary in the same manner that LEP students are provided special instruction in English during the Language Arts time. (Selected classrooms-Grade K-5)
- **EXTENDED LEARNING:** The Coral Park Tutorial Program is designed to provide additional support to struggling students in second through fifth grade who have been identified as showing low proficiency levels in reading and math. The tutoring model consists of direct, individual instruction in struggling benchmarks and clusters.
- **ENLACE MIAMI (Engaging Latino Communities for Education):** A special Kellogg Foundation initiative to foster innovative cooperative partnerships between schools, colleges, communities, businesses, and students to increase opportunities for Hispanic students to pursue a higher education. We currently have a partnership with Florida International University's Engineering Program with our school.
- **CHILDREN'S TRUST (after school enrichment program):** Recognizing that the needs of children in Miami-Dade County far exceeds the resources and support systems available, The Children's Trust was created by voter referendum in 2002 as a dedicated source of funding to meet those needs. The Trust, the staff, and 33-member board are committed to funding programs that offer the highest possible quality services, with the goals of implementing best practices and improving the lives of children and families in our community. A strong emphasis on active partnerships that move beyond typical mechanisms of collaboration is critical to improving services and access for children and families in Miami-Dade. The Trust encourages creative approaches to coordinating, integrating, and funding services across and within the areas of health, safety, development, and to promote increased parental and community involvement on behalf of all of our children, as an addition to our after-school program.
- **DRUG AWARENESS RESISTANCE EDUCATION (DARE):** D.A.R.E. teaches kids how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, and other drugs. The D.A.R.E. program is introduced to our fifth grade children. A specially trained officer comes into Coral Park and teaches the children. D.A.R.E. has launched a new elementary school curriculum this year.
- **MIAMI CHILDREN'S HEALTH MOBILE:** Community Link's Health On Wheels is a self-contained mobile health clinic housed in a 37-foot bus for our students to receive health check-ups.
- **BIG BROTHERS/BIG SISTERS MENTORING PROGRAM:** The Big Brothers Big Sisters Vision is successful mentoring relationships for all children who need and want them, contributing to better schools, brighter futures, and stronger communities for all. The Big Brothers Big Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with measurable impact.
- **VOLUNTARY PRE-K PROGRAM:** The program, created after a 2002 constitutional amendment began requiring a "high quality," free, universal pre-K program. Florida's program allows parents of any resident four-year-old to choose among public, private, and faith-based providers for a 540-hour school-year program. This year our school has initiated two classrooms for the pre-kindergarten program.

- **KIDS AND THE POWER OF WORK (KAPOW):** KAPOW, a program of the National Child Labor Committee, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years. Last year our students participated with Calder's Race Track.
- **ART AND MUSIC CLUB:** The Art and Music Club in Coral Park Elementary were created for students to be involved in the visual and performing arts through activities outside of class. The clubs welcome any student who has an interest in fine arts as a hobby, music, or is artistically talented and may be considering a career in art and music. The purpose of the Art and Music Club is for involvement in school and community projects to promote an appreciation of the fine and performing arts by broadening student exposure in the arts.
- **SPORTS AND DANCE PROGRAMS** through the Before/After School Care: In this increasingly competitive information age and creative economy, knowledge and skills in the arts and music are important in their own right. The integration of the arts into after-school programs helps build and reinforce important student learning. Not only does it help strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education can also promote learning in core subjects such as reading, writing, and math.
- **READING PLUS COMPUTER PROGRAM** is a comprehensive, evidence based software solution for reading assessment and improvement that develops foundational fluency skills for students of all ages. It is the result of over 70 years of research and development in the area of reading improvement technology. Reading Plus addresses all the elements of reading cited by the National Reading Panel including: Phonemic Awareness, Phonics, Vocabulary, Comprehension and, what is most important, Fluency.
- **READ 180** is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.
- **LEARNING TODAY's** K-5 reading and math curriculum is research-based, and aligned with state and national education standards. It provides students with explicit instruction – which means that each lesson includes an interactive tutorial before the student is asked to perform or demonstrate skill proficiency. The Learning Today content is provided in an engaging, interactive and high impact learning environment, and students work with real world, relevant examples. This program is being utilized in our school for students with disabilities.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 93 percent of the students achieving Level 3 or above on the 2007 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 94 percent of the students achieving Level 3 or above on the 2007

administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grade four will improve their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a ten percent increase in parental and community involvement, as evidenced by comparing the attendance logs for the 2006-2007 school year to the 2005-2006 school year.

Given an emphasis on attendance, the number of students with 10 or more absences will decrease by five percent during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given increased attention to the use of technology, Coral Park Elementary School will increase the number of computers stations by adding 25 new computers.

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test standards, students in grades four through five will improve their overall physical fitness skills by a five percent increase as evidenced by the 2006-2007 administration of the Presidential Physical Fitness Test as compared to the 2005-2006 administration of the Presidential Physical Fitness Test.

Given emphasis on the benefits of joining Enrichment Activities, the number of students attending and participating in the Enrichment Activities will increase by five percent in the 2006-2007 school year.

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

The results of the 2006 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives set forth in the 2006-2007 School Improvement Plan. The results were favorable in all seven categories. Coral Park's strengths are most evident in Leadership (Category 1) and Human Resource Focus (Category 5). Coral Park's ranking in Category 1 demonstrates that the faculty and staff are cognizant of their supervisor and organization and how to best meet the children's needs; thus, ensuring customer satisfaction and loyalty. The results for Category 5 indicate that Coral Park's employees are adept at measuring and analyzing the quality of their work. This allows the faculty and staff to determine the most appropriate course of action in order to reach the school's goals. Through self-surveys and professional development opportunities, the goals and objectives can be attainable. Although high employee satisfaction is evident, two percent of the faculty and staff felt that customer feedback and satisfaction was not evident. In addition, another two percent felt they were unaware of how well the organization was doing financially. Budget report and trainings will be offered to improve and meet the needs of the employees at

faculty meetings.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Coral Park Elementary School

### VISION

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

### MISSION

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

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

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

### CORE VALUES

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

## *School Demographics*

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

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

Coral Park Elementary School is located on 9.12 acres in central Miami Dade County at 1225 SW 97th Avenue. It consists of ten buildings housing 47 classrooms, a media center, a music center, a cafetorium, and a new concretable building, along with eight portables. It serves 956 students from the surrounding neighborhood, including standard curriculum students, SWD students, LEP students, and economically disadvantaged students. Our Voluntary Pre-kindergarten Enrichment Program adds 48 students to our enrollment. The ethnic/racial makeup of the student population is 94 percent Hispanic, 4 percent White, 1 percent Black, and 1 percent Asian/Indian/Multiracial. The stability rate of the school is 97.5 percent. The ethnic/racial makeup of the teacher population is 71 percent Hispanic, 8 percent Anglo, and 21 percent Black. Thirteen percent of our teacher population is male and 87 percent is female. Thirty eight percent of our 66 teachers have a master's degree and 2 percent have a specialist degree. We have five beginning teachers, as well as three National Board Certified Teachers.

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

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



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

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

# *School Foundation*

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## ***Leadership:***

At Coral Park Elementary, we examined the findings of the Organization Performance Improvement Snapshot survey. This was the highest category. Of the questions asked of staff concerning the leadership of the school, the most favorable item (ranked the highest) was (1a) I know my organization's mission with an average score of 4.9. In addition the following items ranked with an average 4.8 were: (1b) My supervisor uses organization's values to guide us, (1c) My supervisor creates an environment that helps me do my job, (1d) My Supervisor shares information about the school, (1e) My supervisor encourages me to advance my career and (1ef) My organization lets me know what is important. This information was insightful for our school. However, an opportunity for improvement exists in the statement (1g) My organization asks me what I think, with an average score of 4.6. This issue will be addressed during faculty meetings and grade level meetings.

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

On the Organization Performance Improvement Snapshot survey, this section was one of our lowest ranked categories. Therefore, we analyzed the findings. Of the questions asked to the staff concerning the strategic planning in the school, the most favorable item was (2c) I know how to tell if we are making progress on my work group's part of the plan. However an opportunity for improvement exists in the statements (2) AS it plans for the future, my organization asks for my ideas with an average of 4.5 and (2b) I know the parts of my organization's plans that will affect me and my work. These categories will be addressed by involving more participants and reviews of the School Improvement Plan (SIP) so that all stakeholders will be aware of the SIP's contents, objectives, goals, and strategies.

## ***Stakeholder Engagement:***

On the Organization Performance Improvement Snapshot survey, this category ranked in the middle. Most of the staff members responded favorably to (3a) I know my organization's mission and (3b) I keep in touch with my customers with an average score of 4.8. However, an opportunity for improvement exists in statement (3d) with an average of 4.6, I ask my customers if they are satisfied or dissatisfied with my work. This issue will be addressed by providing more one-to-one interactions to counsel students in their work and students share concerns with the teacher.

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

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

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

On the Organization Performance Improvement Snapshot survey, this category ranked in the middle. All categories

scored an average of 4.7. (4a) I know how to measure the quality of my work, (4b) I know how to analyze the quality of my work and see if my changes are needed, (4c) I use the analyses for making decision about my job, (4d) I know how the measures I use work in the SIP and (4e) I get all the important information I need to do my work. The principal, who will insure that all data is disseminated to the faculty and staff, will address this issue.

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

On the Organization Performance Improvement Snapshot survey, this category ranked second highest. Most of the categories average 4.8. (7a) My customers are satisfied with my work, (7b) My work products meet all requirements for high quality excellence, (7g) My organization has high standards and ethics, and (7i) I am satisfied with my job. However, an opportunity for improvement exists in (7c) I know how well my organization is doing financially, with an average of 4.2. This is the issue that ranked the lowest overall. Furthermore, teachers and staff member will be receive a report with all financial decisions presented at EESAC and teachers will be encouraged to attend monthly ESSAC meetings to familiarize themselves with financial reports.

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

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

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Increase student reading comprehension skills school wide.

### **Needs Assessment**

Coral Park Elementary School conducted an analysis of the 2006 FCAT reading data in grade levels three through five. The data revealed that 11 percent of the students in grades three through five are reading below grade level as evidenced by scores falling below Level 3. The lowest performing grade level in reading was fifth grade with 86 percent of the students scoring Level 3 or above, in comparison to 87 percent of fourth grade students that scored at Level 3 or above, while the best performance was demonstrated again by the third grade students with 94 percent scoring Level 3 or above. An in-depth analysis of each grade showed the following: Six percent of the students are reading below grade level in grade three. The third graders students are most successful with Comparisons (75%) and Main Idea (77%), while showing their strength this year in Words/Phrases (71%). However, these students need additional help with Reference/Research (75%). As a result, they need further assistance with multiple representations and using information in tables and graphs. In grade four, 13 percent of the students are reading below grade level as evidenced by scores on the 2006 Reading FCAT administration. These students are most successful with Comparisons (71%), Word/Phrases (83%), and Reference/Research (69%). However, these students need additional help in Main Idea (68%). As a result, students need further assistance with locating supporting details, plot development, and problems/solution. In grade five, 14 percent of the students are reading below grade level as also evidenced by scores on the 2006 Reading FCAT administration. These students have shown a decrease in all of the benchmarks such as Words/Phrases (71%), Main Idea (71%), Comparisons (73%), and Reference and Research (67%) and will continue working on improving all their teaching of the strands to meet the students' needs.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 improve their reading skills as evidenced by 93 percent of the students achieving Level 3 or above on the 2007 administration of the FCAT Reading.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize a parent contract in which parents will commit to read with their children at least thirty (30) minutes daily.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Utilize Accelerated Reader (AR) and STAR in grades three through five to monitor student independent reading comprehension progress as evidenced by individual book tests results.	Administrators Media Specialist	08/14/06	05/30/07	District-wide literacy plan	\$10000.00
Identify Level 1 and 2, SWD, and LEP students on the FCAT Reading Test to provide tutorial intervention services before, during, after school and Saturday Academy, emphasizing the content areas of Words/Phrases and Reference/Research.	Administrators	8/14/2006	05/30/07	District Strategic Plan	\$45000.00
Utilize the Student Performance Indicator (SPI) to disaggregate and analyze reading test data trends of students in grades three through five to provide instructional focus.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue CRISS Strategies at all levels to assist students in reading comprehension and vocabulary development.	Administrators Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in reading. The four - step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data to access results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrators Teachers	8/14/06	05/30/07	Continuous Improvement Model	\$5900.00

## **Research-Based Programs**

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

## **Professional Development**

In order to improve Reading instruction to promote student achievement, according to the Professional Development Catalog for August - December 2006, the following training sessions will be available:

- Project Becoming Effective Active Readers (B.E.A.R.) will be held September 2006.
- The Big Five for Literacy Development will be September, October, November, 2006
- Effective Reading Strategies will be held in September 2006
- Guided Reading for Beginners will be held September 2006.
- Project CRISS will be held in September and October 2006.
- Project CRISS Follow-Up will be held in October, November, and December 2006.
- Project OWL (Opening Worlds of Literature) will be held in September 2006.
- Project Right Beginnings will be held in September 2006.
- Right Beginnings will be held in October 2006.
- Reading Plus - August, September, October, 2006
- Read 180 - September 2006
- FastForward - August 2006
- In-house training for Riverdeep - October 2006
- In house training for Star Fall - November 2006

## **Evaluation**

- 2007 FCAT Reading Test
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used for grades K through three and FCAT Reading Level 1 and 2 students in grades four and five.
- Tutoring Pre/Post Tests
- STAR Assessment Results
- District's Interim Assessment



## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Improve student achievement in Mathematics schoolwide

### ***Needs Assessment***

Coral Park Elementary School conducted an analysis of the mathematics data based on grade levels three through five. The data revealed that 10 percent of the students in grades three through five are working below grade level in mathematics as evidenced by scores falling below level 3. An in-depth analysis of each grade showed the following: five percent of the students in grade three are working below grade level in mathematics. These students are most successful with Number Sense (75%) and Algebraic Thinking (83%). However, students in this grade level need additional help with Data Analysis and Probability (71%), Measurement (75%), and Geometry (71%). As a result, students will need assistance in reading and deciphering graphs. In grade four, six percent of the students are working below grade level in mathematics as evidenced by scores on the 2006 Mathematics FCAT Administration. These students are most successful in Data Analysis and Probability (86%), while maintaining high standards in all other strands, such as Number Sense (73%), Measurement (75%), Geometry and Spatial Sense (86%), and Algebraic Thinking (71%). Lastly, in fifth grade, 24 percent of the students are working below grade level in mathematics as also evidenced by scores on the 2006 Mathematics FCAT administration. These students maintained their scores in all strands such as Number Sense (54%), Measurement (64%), Geometry and Spatial Sense (62%), and Data Analysis (58%), except for Algebraic Thinking (55%), which data indicates a need for additional instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 improve their mathematics skills as evidenced by 94 percent of the students achieving Level 3 or above on the 2007 administration of the FCAT Mathematics.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify low performing students as well as, Levels 1 and 2, SWD, and LEP students for the purpose of providing tutorial intervention services during Saturday School emphasizing all the mathematics benchmarks.	Administrators	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Utilize the Student Performance Indicator (SPI) to disaggregate Math FCAT Test data and guide instruction of students in grades three through five.	Administrators Grade Chairpersons	08/14/06	05/30/07	District Strategic Plan	\$0.00
After school programs such as Academic Excellence Program (AEP) will focus on enhancing critical and logical thinking skills for students at or above grade level.	Administrators AEP Teachers	08/14/06	05/30/07	Academic Teams	\$13000.00
Students will be given weekly assessment practice tests (teacher made or research based) to monitor individual strengths and weaknesses. In addition, these weekly assessments will help develop test taking skills using FCAT type questions.	Administrators Grade Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$15266.00
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in mathematics. The four -step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data to access results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrators Teachers	8/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize a math journal to be used for problem solving skills where students are required to think, solve, and explain mathematics problems. The math journal will also be used	Administrators Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$6000.00

to write, define, and illustrate mathematics concepts and vocabulary.	
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## **Research-Based Programs**

- Harcourt Mathematics, 2004 Edition

## **Professional Development**

In order to improve Mathematics instruction to promote student achievement, according to the Professional Development Catalog for August - December 2006, the following training sessions will be available:

- Riverdeep training and workshop for parents and teachers - September 2006
- Math strategies through S.M.I.L.E. techniques and workshops
- Implementing Research-Based Curriculum in the Classroom- December 2006
- Navigating Through Algebra Grades K-2 – October 2006
- Navigating Through Algebra Grades 3-5 – October 2006

## **Evaluation**

- 2007 Florida Comprehensive Assessment Test in mathematics
- Harcourt Mathematics assessments
- Tutorials - Pre and Post Tests
- District Interim Assessment

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*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 3 STATEMENT:**

Improve writing skills school wide.

**Needs Assessment**

FCAT Writing results indicate that 96 percent of our fourth grade students met the current expository writing state mastery standards of scoring a 3.5 and above and 87 percent of fourth grade students met the current narrative writing state mastery standards scoring a 3.5 and above on the 2006 FCAT Writing +Test. Data also indicates that 85 percent of our fourth grade students met combined writing state mastery standards of scoring a 4.0 and above

After reviewing our data from the 2006 FCAT Writing + Test, we need to increase the percentage of students meeting the state mastery in expository and narrative writing.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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 based on the Sunshine State Standards, students in grade four will improve their skill proficiency in writing, as evidenced by a one percent increase in the number of students scoring Level 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent workshops in English and Spanish to improve parent skills, specifically in expository writing, and to assist parents in helping their children develop better writing abilities.	Administrators Grade Chairperson	08/14/06	05/30/07	Mentoring Opportunities	\$1100.00
Administer a pre/post narrative and expository test to all students in grades one through five to monitor student progress.	Administrators Grade Chairperson	08/14/06	05/30/07	District Strategic Plan	\$1100.00
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in writing. The four - step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data to access results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrators Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide and utilize graphic organizers and flow charts for students to plan and enhance pre-writing skills.	Administrators Teachers	08/14/06	05/30/07	District-wide literacy plan	\$1100.00
Utilize student writing journal in 4th grade, as a method of promoting fluency, creativity, and self expression in the area of writing and provide writing and grammar opportunities.	Administrators Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide small group and/or one-to-one instruction for fourth grade students to target deficiencies in writing.	Administrators Teachers	08/14/06	05/30/07	Mentoring Opportunities	\$6000.00

## **Research-Based Programs**

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

## **Professional Development**

In order to improve Writing instruction to promote student achievement, according to the Professional Development Catalog for August - December 2006, the following training sessions will be available:

- Creating Independence through Student-owned Strategies (CRISS) training will be announced.
- In-house training for fourth grade teachers- September 2006

## **Evaluation**

- Scores of the 2007 Florida Writing + Test.
- Monthly assessments.
- Pre/Post Writing Assessments

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *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 4 STATEMENT:**

Improve Science skills schoolwide.

### **Needs Assessment**

The results of the 2006 FCAT Science Test indicated that 53 percent of our fifth grade students achieved a score of level 3 and above. However, the fifth grade students decreased in all strands this year. The teachers needs to improve Physical and Chemical Cluster (66%) where the students skills on explaining matter, motion, force, and energy including their properties and interactions; also identifies atoms, elements, compounds, and mixtures, explaining Earth and Space Science cluster (50%) by learning about Earth's changes overtime including geological patterns, the rock cycle, mineral and weather systems; and also describes the solar system and the universe, Life and Environmental Cluster (62%) by explaining and identifies plants and animals, and the environment, including life processes, conservation of resources, and the interdependence of organisms and systems, and Scientific Thinking (58%) by applying scientific processes to problem solving, recognizes patterns and systems, and understands the impact on technology on society.



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students in the use of science process skills through hands on activities by conducting experiments within the classroom.	Administrators Grade Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue with the Science@Home program in grade five, in conjunction with our parent contract in which parents will commit to work with their children to reinforce science skills.	Administrators Grade Chairperson	08/14/06	05/30/07	Small Learning Communities	\$1100.00
Teachers in grades three through five will apply appropriate reading comprehension strategies aligned with priority objectives using science informational text.	Administrators Grade Chairperson	08/14/06	05/30/07	District Strategic Plan	\$3000.00
Incorporate inquiry-based science experiments into classroom instruction in order to improve their understanding of science process skills in pre-kindergarten through fifth grade.	Administrators Grade Chairperson	08/14/06	05/30/07	District Strategic Plan	\$500.00
Implement the PDSA four-step continuous improvement model school wide to ensure student achievement in science. The four - step process include the following: (1) Plan- for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study- analyze data to access results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.	Administrators Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$4990.65
Provide parent workshops based on the Science Sunshine State Standards, with emphasis on Earth and Space Science and Scientific Thinking to reinforce science skills.	Administrators Parents	08/14/06	05/30/07	Continuous Improvement Model	\$1100.00

## **Research-Based Programs**

- Harcourt Science, 2000 Edition

## **Professional Development**

In order to improve Science instruction to promote student achievement, according to the Professional Development Catalog for August - December 2006, the following training sessions will be available:

- Scope and Sequence in Science
- Science Item Specification
- Hands-on Inquiry Based Activities
- Elementary Earth Science Classroom: Hands on Activities - November 2006
- Hands On Science K-5 - November 2006
- Science and Mathematics Integrated with Literacy Experiences (SMILE) - September, October 2006
- Teaching Science for Early Career Elementary Intermediate Teachers - September 2006, January 2007
- Teaching Science for Early Career Elementary Primary Teachers - September 2006, January 2007

## **Evaluation**

- 2007 FCAT Science Assessment
- Quarterly performance-based assessments created by teachers
- Formative benchmark assessments created by teachers will be administered to students in grades three through five

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement in school activities.

### ***Needs Assessment***

Based on the 2005 - 2006 Parental Involvement within our school, there were 2,520 number of parents attending parental activities.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a ten percent increase in parental and community involvement, as evidenced by comparing the attendance logs for the 2006-2007 school year to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct Parent workshops to train parents to better assist their child's learning at home for Pre-Kindergarten, first, and second grades.	Administrators Grade Chairperson	08/14/06	05/30/07	Small Learning Communities	\$0.00
Expand the Parent Volunteer Program through P.A.V.E. with parent and teacher collaboration, and register all parents through the volunteer program.	Administrators Counselor	08/14/06	05/30/07	Small Learning Communities	\$6100.00
Conduct a "Back to School Night and Resource Fair" for all parents, to inform them of teacher expectations.	Administrators Resource Teachers	08/14/06	05/30/07	Small Learning Communities	\$1100.00
Conduct parental informational workshops for Grade 2 to provide parents with strategy awareness to ensure success on the SAT.	Administrators Grade Chairperson Counselor	08/14/06	05/30/07	Small Learning Communities	\$1100.00
Conduct Parent Informational FCAT Workshops for Grades 3-5 to make parents aware of FCAT requirements.	Administrators Teachers	08/14/06	05/30/07	Small Learning Communities	\$1100.00
Conduct Parent Seminars with the Parent Academy to inform parents of different topics they can utilize to assist their child, while updating parents about current events with the school and community.	Administrators	08/14/06	05/30/07	Small Learning Communities	\$1000.00

## Research-Based Programs

Not applicable.

## **Professional Development**

- The faculty and staff will educate parents on the following programs and resources offered to the families in our community:

- Parent Resource Center
- school volunteers
- Parent Academy
- Bilingual Parent Outreach Program
- Parent Teacher Association
- Room Parent monthly meetings

## **Evaluation**

- Parental Involvement attendance forms

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *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 6 STATEMENT:***

Improve student attendance at Coral Park Elementary.

### ***Needs Assessment***

The 2005-2006 Student Attendance Profile Report indicated that the average student is absent between 0-5 days and that 14 students had over 10 days of absences.

## Measurable Objective

Given an emphasis on attendance, the number of students with 10 or more absences will decrease by five percent during the 2006-2007 school year, as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor attendance and tardiness using the attendance bulletin.	Administrators	08/14/06	05/30/07	Communities of Practice	\$0.00
Contact and meet with parents of students with poor attendance history.	Administrators Counselor	08/14/06	05/30/07	Communities of Practice	\$0.00
Implement and monitor daily attendance using CConnect-Ed services.	Administrators Counselor	08/14/06	05/30/07	Communities of Practice	\$0.00
Utilize a 100% Perfect Attendance award every grading period to promote daily attendance.	Administrators Counselor	08/14/06	05/30/07	Communities of Practice	\$3000.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

- This objective will be evaluated at the end of the 2006-2007 Attendance Report, as it compares to the 2005 - 2006 Attendance Report.
- Monitoring the quarterly attendance report will assist towards achieving our goal.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

*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 7 STATEMENT:**

Increase student access to technology.

**Needs Assessment**

After conducting an assement (ProjectRefresh) of the technology needs in our school we found that the school has 131 student computer stations. Out of those computers, 68 are considered obsolete due to outdated technology. Many programs and software are available to the students, but there is insufficient computers to facilitate these programs to all students.



## Measurable Objective

Given increased attention to the use of technology, Coral Park Elementary School will increase the number of computers stations by adding 25 new computers.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Attend Bilingual workshops on grants for Waterford Program	Administrators ESOL teachers	08/14/06	05/30/07	Community Partnerships	\$0.00
Apply to Project Refresh grant, to increase number of computer stations	Administrator Media Specialist	08/14/06	05/30/07	Community Partnerships	\$0.00
Attend Grant Writing workshops and activities to gain funding for technology needs	Administrator Media Specialist	08/14/06	05/30/07	Community Partnerships	\$13000.00

## Research-Based Programs

Not Applicable.

## Professional Development

Grant writing workshops.

## Evaluation

Property Inventory Report results of 2006-2007 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *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 8 STATEMENT:***

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

### ***Needs Assessment***

The results of the 2006 Presidential Physical Fitness Award indicates that 54.5% of the students achieved the gold and silver award. This year with more focus on nutrition, health and fitness, our students achievements will increase by 5%.

## Measurable Objective

Given instruction based on the M-DCPS mandated Presidential Physical Fitness Test standards, students in grades four through five will improve their overall physical fitness skills by a five percent increase as evidenced by the 2006-2007 administration of the Presidential Physical Fitness Test as compared to the 2005-2006 administration of the Presidential Physical Fitness Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue with the Miami-Dade Area Health Education Center's (AHEC) innovative and rigorous Preventive Health and Safety Education for Students Program (PHASES).	Administrators Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
All students in grades two through five taking physical education, will have daily homework consisting of push ups, stretching, and abdominal crunches.	Administrators Physical Education teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Establish and maintain progress utilizing the Children's Trust Enrichment program through our after-school fourth and fifth grade students	Administrators Before/After School Manager	08/14/06	05/30/07	Community Partnerships	\$5000.00
Spot quizzes to assess performance goals in home learning and monitor progress (bi-weekly).	Administrators Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$1100.00
Special Olympics for our SWD subgroup TMH/EMH basketball/soccer for eight years old and above students.	Administrators Physical Education teacher SWD Teachers	08/14/06	05/30/07	District Strategic Plan	\$300.00

## Research-Based Programs

Not Applicable

## **Professional Development**

Not Applicable

## **Evaluation**

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

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *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 9 STATEMENT:**

Expose students to the various arts through participation in the Art, Music, and Dance Clubs for grades three through five.

### ***Needs Assessment***

Given the correlation between the arts and abstract thinking and the fact that talented students in our school will benefit from an extended arts and music enrichment program, the school will implement an Art Club for students in grade five to engage them in active self-expression through various mediums. In addition, students will be given additional, extracurricular opportunities for exposure to the fine arts. The school will continue its art club and will increase opportunities for school wide art exhibitions. Also, students in grades three through five will also enjoy music through our chorus and violin programs, as well as various concerts throughout the year. Attendance logs indicate that 22 students participated in the Art Club, 28 students participated in the Music club, and there was no dance participation in the 2005 - 2006 school year.

## Measurable Objective

Given emphasis on the benefits of joining Enrichment Activities, the number of students attending and participating in the Enrichment Activities will increase by five percent in the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain attendance logs at every club meeting.	Administrators Club Sponsors	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Maintain students' art portfolios.	Administrators Art Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Have a "Gallery" presentation to demonstrate art skills to parents and students.	Administrators Art Club Sponsor	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Weekly Music Club consisting of Chorus and Violins.	Administrators Music Club Sponsor	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Introduce different art techniques in the club, that are not used in regular art class.	Administrators Art Club Sponsor	08/14/06	05/30/07	Expanding arts opportunities	\$12000.00
Have a concert for Chorus and Violin in Winter and "Concert on the Green" in Spring.	Administrators Music Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$5000.00
In house presentations during the African-American and Hispanic Heritage luncheons as well as various holidays shows through the After School Dance.	Administrators After School Manager After School Leaders	08/14/06	05/30/07	Expanding arts opportunities	\$5000.00

## Research-Based Programs

Not Applicable.

## Professional Development

Not Applicable.

## Evaluation

Review of attendance logs.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *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 10 STATEMENT:***

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

### ***Needs Assessment***

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

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Big Brother and Big Sister Mentoring Program will mentor and tutor students, as well as lower teacher-students ratio.	Administrators	08/14/06	05/30/07	Community Partnerships	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

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



## *EESAC Compliance*

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

### ***Budget:***

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

### ***Training:***

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

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

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

### ***Technology:***

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

### ***Staffing:***

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

***Student Support Services:***

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

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

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

***Benchmarking:***

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

***School Safety & Discipline:***

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

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$61,900.00
Goal 2: Mathematics	\$34,266.00
Goal 3: Writing	\$9,300.00
Goal 4: Science	\$10,690.65
Goal 5: Parental Involvement	\$10,400.00
Goal 6: Discipline & Safety	\$3,000.00
Goal 7: Technology	\$13,000.00
Goal 8: Health & Physical Fitness	\$6,400.00
Goal 9: Electives & Special Areas	\$22,000.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$170,956.65</b>

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*