
SCHOOL IMPROVEMENT PLAN

2006-2007



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

Coral Terrace Elementary School

Coral Terrace Elementary School is located on 5 acres of land in South Central Miami-Dade County. The school houses 521 students in Kindergarten through fifth grade. The Title I Pre-kindergarten houses 17 students. Beginning in the 2006-2007 school year, two third grade classes will offer the Extended Foreign Language Program (EFL). 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 Music, Chess, Arts and 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 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their reading skills by 64% of the students achieving Level 3 or higher on the 2007 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 58% of the students achieving Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate an improvement in their writing skills by 79% of students scoring a 3.5 or higher on the 2007 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 55% of the students meeting high standards on the 2007 FCAT Science Test.

Given the need to increase parental involvement, parent attendance at monthly Bilingual Outreach Parent Meetings for the 2006-2007 school year will average 10% of the student population as evidenced by sign-in sheets.

Given the need to improve student attendance, the average student daily attendance rate will increase to 95.64% for the 2006-2007 school year as documented in the Principal's End of Year Attendance Report.

Given the need to improve the technology skills, faculty and staff will become proficient at using the Electronic Gradebook as evidenced by comparing the results of the site-authored pre and post survey

results.

Given participation in the Fitness Gram Program, 38% of students in grades four and five will receive gold or silver fitness awards in 2006 as compared to 36% in 2005.

Given the need to provide art and music education for all students, Triple I (Immediate Intensive Instruction) students in grades three through five will participate in monthly art and music activities after school as evidenced by attendance rosters and sign in sheets.

Coral Terrace Elementary School will improve its ranking on the State of Florida ROI Index publication from the 17th percentile in 2004 to the 19th 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 2006-2007. 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 Strategic Planning to be the area in need of most improvement within our school organization. Coral Terrace Elementary as an organization will focus on improving communication regarding the plans for the future of the school. Additionally, staff will be provided with more guidance on how to measure their own involvement in those plans. 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

The student population is 96% Hispanic and 4% White, non-Hispanic/Other. Approximately 73% of the student population is enrolled in the federal government's free or reduced lunch program. Student membership has dropped over the last school year, continuing a five-year drop in membership. The student mobility rate index is 23%. There are one hundred eighty Limited English Proficiency students currently enrolled in the school. The Varying Exceptionalities Program serves twenty-two Specific Learning Disabled students, two Educable Mentally Handicapped students, three Autistic students, and two Other Health Impaired students. Additionally, there are nine Speech Impaired and Language Impaired students receiving services.

The faculty population is 62% Hispanic, 14% Black, and 24% White. 45% of the staff hold Master's degrees, 12% hold Doctorate or Specialist degrees. Additionally, two teachers hold National Board Certification. The average teaching experience is 15 years, and 11% of the staff are beginning teachers.

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

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 4.3.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for this category was a 4.0. 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 4.2.

Faculty & Staff:

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Human Resource Focus category was a 4.2. 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 formed 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 4.2.

Education Design:

According to the Organizational Performance Improvement Snapshot (OPIS), the overall average score for the Process Management category was a 4.1. 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 Kindergarten 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, all struggling students will receive additional academic assistance in the after school 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. Based on the continued need for health and vision care for the majority of the student population, Miami Children's Mobile Health Unit and the Heiken Foundation are providing free bi-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 4.1.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

Mr. Jorge O. Sotolongo, principal, has 33 years of educational experience working within the Miami-Dade County Public School system. He holds a Bachelor's of Science degree and a Master's degree in School Administration with Supervision. Mr. Sotolongo is certified in Mathematics 6-12, School Principal K-12, and has Middle Grades Endorsement.

Ms. Janet P. Olivera, assistant principal, has 19 years of educational experience working within the Miami-Dade County Public School system. She holds a Bachelor of Arts degree in English and a Master's degree in Elementary Education with endorsement in Educational Leadership. Ms. Olivera is certified in Elementary Education 1-6 and Educational Leadership K-12

• Teacher Mentoring:

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.

• School Advisory Council:

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 and hardware to support the school's technology curriculum.

Educational Excellence School Advisory Council members felt strongly about continuing to develop the technology skills of the staff through in-house professional development. The committee recommends this year's goal be to have all staff members implementing the electronic gradebook by the end of the 2006-2007 school term.

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.

• Extended Learning Opportunities

Coral Terrace Elementary provides intervention and tutorial services during the school day to students in grades kindergarten through five. Additional reading instruction is provided in an after school tutorial program. All students in the Students with Disabilities and Limited English Proficient students receive assistance both during and after school.

• **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.

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 2006 FCAT Reading Test indicated that 63% of the students met high standards. The reading component most problematic for students in grades three through five was Comparisons. Data analysis scores previously identified Words/Phrases as primary area of weakness for Coral Terrace Elementary students, however much improvement was shown on the 2006 FCAT Reading Test. All of the NCLB subgroups met criteria for Adequate Yearly Progress on the 2006 FCAT Reading Test.

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 64% of the students achieving Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize a buddy reading program between the primary and intermediate grade level students.	FEA Sponsor Literacy Team	9/18/2006	05/18/07	District Strategic Plan	\$0.00
Implement a schoolwide activity for FCAT vocabulary recognition through the school's morning announcements.	Classroom Teachers Media Specialist	9/25/2006	5/18/2007	District-wide literacy plan	\$0.00
Utilize the Early Success, Soar to Success, and Voyagers Intervention programs for reading to target students needing immediate intensive instruction through a pull out tutorial program. (FCAT Level One & Two Students, Tier 2 students)	Reading Coach Resource Teacher Special Education Teachers	9/26/2006	5/18/2007	District-wide literacy plan	\$0.00
Provide students in grades one through five with instruction in how to utilize mental models (semantic maps, word webs, concept of definition maps, and venn diagrams) to increase their ability to analyze words and make accurate comparisons.	Classroom Teachers Literacy Team	9/25/2006	5/18/2007	District Strategic Plan	\$0.00
Analyze data from Interim assessments and pacing guides, in addition to other District assessments to monitor student achievement and adjust strategies through differentiated reading instruction for both enrichment and remediation opportunities (CIM).	Classroom Teachers Reading Coach Assistant Principal	9/26/2006	5/18/2007	District Strategic Plan	\$0.00
Offer after-school tutorial services through Title I SES providers for Economically Disadvantaged students.	SES Providers	9/25/2006	2/28/2007	Community Partnerships	\$0.00

Research-Based Programs

Houghton Mifflin textbook series.

Professional Development

1. Language Arts teachers will meet weekly to plan cooperatively and revise and update curriculum maps.
2. Provide teachers with ongoing training in CRISS strategies and other Reading, Writing and Critical Thinking workshops throughout the year.
3. Provide new teachers with training on how to interpret DIBELS and other assessment test scores to target reading instruction for all students.
4. Provide all teachers with training on the use Edusoft database for the monitoring of the Interim assessments and pacing guides to target instruction.

Evaluation

The objective will be evaluated by scores on the DIBELS assessments, Interim assessments, and the 2007 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 2006 FCAT Mathematics Test indicated that 57% of the students met high standards. The mathematics component most problematic for students in grades three through five was Number Sense. All of the NCLB subgroups met criteria for mathematics

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate an improvement in their mathematical skills by 58% of the students achieving Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with access to manipulatives in order to provide tactile learning experiences for all.	Classroom Teachers	8/15/2006	5/18/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/18/2007	District Strategic Plan	\$0.00
Monitor student progress through the implementation of chapter tests from the Scott Foresman Addison Wesley Mathematics Series.	Classroom Teachers Assistant Principal	8/14/2006	5/18/2007	Communities of Practice	\$0.00
Utilize the pacing guides and Interim Assessments to differentiate instruction and monitor the progress of all students.	Principal Assistant Principal Reading Coach Classroom Teachers	9/26/2006	5/18/2007	District Strategic Plan	\$0.00
Incorporate Mathematics Task Cards into teacher weekly lesson plans to target number sense instruction.	Classroom Teachers	8/14/2006	5/18/2007	Communities of Practice	\$0.00
Offer after- school tutorial services for Economically Disadvantaged students through Title I SES Providers.	SES Providers	9/25/2006	2/28/2007	Community Partnerships	\$0.00

Research-Based Programs

Scott Foresman Addison Wesley textbook series and resource materials.

Professional Development

1. Continue providing teachers with training on how to use the Edusoft 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 2007 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

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:

Writing achievement will improve for all students.

Needs Assessment

The results of the 2006 FCAT Writing Test indicated that the mean expository score was 3.9 and the mean narrative score was 3.5. 78% of the students met high standards.

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 79% of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize and hold an Young Author's Fair at the school to celebrate student writing.	Literacy Team	9/18/2006	05/18/07	District Strategic Plan	\$0.00
Use data gathered from monthly prompts to target writing instruction deficiencies.	Classroom Teachers Reading Coach Assistant Principal	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Administer a monthly writing prompt in grades Kindergarten through Fifth.	Classroom Teachers Reading Coach Assistant Principal	8/18/2006	5/18/2007	Communities of Practice	\$0.00
Instruct students on how to use story map frames to improve their narrative writing skills.	Grade Level Chairs Classroom Teachers Reading Coach Assistant Principal	10/11/2006	5/19/2007	Communities of Practice	\$0.00
Meet monthly to provide teachers with ongoing training on how to effectively score writing samples across grade levels.	Classroom Teachers Assistant Principal	8/30/2006	5/18/2007	Mentoring Opportunities	\$0.00
Provide Economically Disadvantaged students who score three or below on the pretest, based on the six-point rubric, with additional after school instruction in effective writing strategies.	Classroom Teachers	8/15/2006	5/18/2007	District-wide literacy plan	\$0.00
Publish student expository or narrative writing pieces to share with classmates through circulation in Media Center.	Classroom Teachers Media Specialist Reading Coach	8/28/2006	5/18/2007	District Strategic Plan	\$0.00

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 2007 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

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<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 2006 FCAT Science Test indicate that 31% of the students met high standards. The most problematic area for all the students continues to be 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 55% of the students meeting high standards on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Target incoming fifth grade students with science deficiencies by administering the Zone Schools' Science Pre-test at the end of fourth grade (CIM).	Grade Level Chairs Classroom Teachers	4/3/2006	05/19/2007	District Strategic Plan	\$0.00
Incorporate Math and Reading FCAT Task Cards into weekly lesson plans.	Classroom Teachers	8/15/2006	05/19/07	Communities of Practice	\$0.00
Provide staff with ongoing training on the Scientific Process.	Principal Assistant Principal	9/11/2006	5/18/2007	Continuous Improvement Model	\$0.00
Target Students With Disabilities (SWD) and Limited English Proficient Students (LEP) for additional support as appropriate.	ESE Teachers ESOL Teachers Classroom Teachers	8/15/2006	5/18/2007	Inclusion	\$0.00
Utilize District pacing guides to monitor student achievement and target instruction for areas for improvement.	Assistant Principal Classroom Teachers Reading Coach	8/15/06	05/18/07	District Strategic Plan	\$0.00
Administer the Zone School's Science pre, progress, and post test to all fifth grade students to monitor progress.	Assistant Principal Classroom Teachers	08/15/06	05/18/07	District Strategic Plan	\$0.00
Provide students in grades Kindergarten through Five with monthly hands on Earth and Space science experiments that are followed up with a writing activity.	Classroom Teachers	9/12/2006	5/182007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt 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 Zone School Science Pre and Post tests and the 2007 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.)

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<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 over five events such as Open House, and Awards Assemblies have averaged 54% of the student population as evidenced by 2005-2006 sign in sheets. Parent attendance at monthly Bilingual Outreach Meetings average only five to six percent of the student population. Although several strategies have been attempted, none has met with much success.

Measurable Objective

Given the need to increase parental involvement, parent attendance at monthly Bilingual Outreach Parent Meetings for the 2006-2007 school year will average 10% of the student population as evidenced by sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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 (PTA I).	Principal Classroom Teachers	8/14/2006	5/18/2007	Community Partnerships	\$0.00
Assist newly arrived immigrant families in identifying the resources available to help facilitate their transition into the community and culture (PTA VI).	Community Involvement Specialist	8/14/2006	5/18/2007	Community Partnerships	\$0.00
Provide parents with community resource information (PTA VI).	Community Involvement Specialist	8/14/2006	5/18/07	Community Partnerships	\$0.00
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)(PTA I).	Community Involvement Specialist	9/11/2006	5/18/2007	Community Partnerships	\$0.00
Partner with WLRN to provide parents with opportunities to attend "Make and Take" Workshops with their children (PTA VI).	Literacy Team	09/21/06	05/18/07	District Strategic Plan	\$0.00
Hold monthly EESAC Meetings in order to inform parents of school improvement activities (PTA V).	EESAC Committee Members	9/13/2006	5/18/07	Community Partnerships	\$0.00
Provide incentives to be raffled off to encourage better attendance at the Bilingual Outreach Meetings (PTA VI).	Reading Coach	09/21/06	05/18/07	District Strategic Plan	\$0.00

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 2006-2007 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 attendance rates have declined steadily. The 2003-2004 end of year attendance rate was 95.64%, for 2004-2005 the rate was 95.57%, and the 2005-2006 rate was 95.18%.

Measurable Objective

Given the need to improve student attendance, the average student daily attendance rate will increase to 95.64% for the 2006-2007 school year as documented in the Principal's End of Year Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Telesoft Communications System to communicate with parents when their child has been absent from school.	Attendance Clerk Principal	8/14/2006	5/18/2007	Community Partnerships	\$0.00
Work in collaboration with the school's social worker to monitor students with poor attendance.	Social Worker Counselor Attendance Clerk Assistant Principal	8/14/2006	05/18/2007	District Strategic Plan	\$0.00
Implement the Truancy Intervention Program (TIP) for students with excessive absences.	Counselor Attendance Clerk Assistant Principal	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Implement a motivational reward program for students that achieve perfect attendance.	Counselor Classroom Teachers Assistant Principal	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Provide incentives for classes that have 100% attendance for five consecutive school days.	Counselor Classroom Teachers Assistant Principal	9/25/2006	5/18/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Evaluation

Quarterly attendance reports will be used to monitor the percentage of daily student attendance throughout the year. The Principal's End of Year Attendance Report will be used to evaluate the overall objective.

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 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 effectively use the Electronic Gradebook system.

Needs Assessment

After administering a site-authored technology usage survey, the Technology Committee identified only two teachers have been trained on the Electronic Gradebook. Since the Electronic Gradebook is a District mandate, therefore there is a need to provide training and support in this area.

Measurable Objective

Given the need to improve the technology skills, faculty and staff will become proficient at using the Electronic Gradebook as evidenced by comparing the results of the site-authored pre and post survey results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that work orders for computer repairs are completed in a timely manner.	Principal Assistant Principal Technology Committee Computer Technichian	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
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 Committee Classroom Teachers	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Provide new teachers and staff with ongoing training on how to access and utilize District e-mail accounts and other technology based programs as needed.	Technology Committee	8/14/2006	5/18/07	District Strategic Plan	\$0.00
Log into their District e-mail accounts daily in order to share best practices and access mentor information regarding the Electronic Gradebook.	Principal Assistant Principal Teachers	8/14/2006	5/18/07	District Strategic Plan	\$0.00
Distribute a site-authored Pre and Post Test Survey to teachers to determine their level of proficiency before and after in house training sessions on the Electronic Gradebook.	Technology Committee	09/16/2006	5/18/07	District Strategic Plan	\$0.00
Provide teachers with initial and ongoing training on how to use the Electronic Gradebook.	Principal Assistant Principal	11/27/2006	5/18/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

1. The Technology Committee will provide new teachers with 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 on the Electronic Gradebook System as they become available.

Evaluation

The objective will be measured by comparing the results of the site-authored pre survey administered in September 2006 and the site-authored post survey administered in May 2007.

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

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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 three years. She continues to see a pattern of weight gain and complacency towards physical activity.

Measurable Objective

Given participation in the Fitness Gram Program, 38% of students in grades four and five will receive gold or silver fitness awards in 2006 as compared to 36% in 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Target overweight students in grades three through five for participation in an educational after school program that focuses on teaching strategies for healthy living.	Reading Coach	10/25/2006	5/18/2007	Small Learning Communities	\$0.00
Provide incentives such certificates to students who increase their level of fitness each nine weeks.	Principal Assistant Principal Physical Education Teachers	10/20/2006	5/18/2007	District Strategic Plan	\$0.00
Implement the Presidential Challenge program with students in grades two through five.	Physical Education Teachers	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Provide students with access to fitness articles and magazines to further increase their knowledge of what constitutes healthy living.	Principal Assistant Principal	9/18/2006	5/18/2007	District Strategic Plan	\$0.00
Utilize Edusoft to monitor students Food Pyramid and exercise activity logs three times a year.	Physical Education Teachers	9/18/2006	5/18/2007	District Strategic Plan	\$0.00
Provide parents and students with access to healthcare through bi-monthly onsite visits from the Miami Children's Mobile Unit	Community Involvement Specialist	8/24/2006	5/11/2007	District Strategic Plan	\$0.00
Teach students to monitor their exercise and eating habits with activity logs and completed fitness challenges.	Physical Education Teachers	10/2/2006	5/18/2007	District Strategic Plan	\$0.00

Research-Based Programs

Presidential Challenge

Team Nutrition/The United States Department of Agriculture

Professional Development

1. Provide opportunities for physical education and science teachers to attend appropriate trainings through the District as they become available.

Evaluation

This objective will be measured using the Fitness Gram program.

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 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 students in grades three through five not meeting grade level standards are participating in a tutorial program in lieu of Special Area classes . 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 three through five will participate in monthly art and music activities after school as evidenced by attendance rosters and sign in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide montly music and/or art activities with Triple I students once a month after school to encourage appreciation of the Arts.	Resource Teachers Assistant Principal	10/11/2006	5/18/2007	Expanding arts opportunities	\$0.00
Design a motivational poster promoting success on the FCAT.	Resource Teachers Assistant Principal	1/17/2007	2/1/2007	District Strategic Plan	\$0.00
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	10/11/2006	5/18/2007	Expanding arts opportunities	\$0.00
Invite guest artists to perform for the students.	Community Involvement Specialist EESAC members	10/9/2006	5/18/2007	District Strategic Plan	\$0.00
Integrate art and music vocabulary words as they relate to the bi-monhtly presentations with the "Word of the Day" on the morning news.	Classroom Teachers Music Teacher Art Teacher Broadcast sponsor	10/9/2006	5/18/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Evaluation

The objective will be measured by attendance rosters and sign in sheets from the after school enrichment program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input 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 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 2004 Coral Terrace Elementary ranked at the 17th 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 17th percentile in 2004 to the 19th 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	EESAC members Principal Assistant Principal	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation	Principal Assistant Principal	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources	Principal Assistant Principal	8/14/2006	5/18/2007	Community Partnerships	\$0.00
Seek business partnerships within the community	Community Involvement Specialist EESAC members Principal Assistant Principal	8/14/2006	5/18/2007	Community Partnerships	\$0.00

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 19th percentile.

EESAC Compliance

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

Budget:

The 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 and hardware to support the school's technology curriculum.

Training:

Educational Excellence School Advisory Council members felt strongly about continuing to develop the technology skills of the staff through in-house professional development. The committee recommends this year's goal be to have all staff members implementing the electronic gradebook by the end of the 2006-2007 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 custodial 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent