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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1121 - Coral Way Elementary School

*FeederPattern:* Miami Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Alejandro Perez

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Coral Way Elementary School*

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Located in Miami, Florida's Little Havana neighborhood, Coral Way K-8 Center is the nation's first bilingual public school and is currently recognized both nationally and internationally as a model for bilingual education. "Coral Way Elementary School is a landmark in dual-language programs," as quoted by Richard W. Riley, our former United States Secretary of Education. We are in our second year of implementing the bilingual K-8 center, which now serves students through seventh grade.

Our bilingual education program is a two-way dual-language format and is based on the firm belief that subject area skills and concepts acquired in a child's home language will be transferred when the child acquires a second language. The bilingual approach offers several further advantages. In general, students from Coral Way K-8 Center have a broader perspective on issues, particularly international ones; are more accepting of cultural diversity, as their fellow students come from more than 50 countries; are afforded greater opportunities through their familiarity with both cultures; and score higher on tests than students in neighboring monolingual schools.

Given instruction using the Sunshine State Standards, the percentage of students in grades three through seven scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Reading administration will be as follows: 62.47% Black, 79.72% Hispanic, and 86.32% White, based on the School Site Incentive Scorecard.

Given instruction using the Sunshine State Standards, the percentage of students in grades three through seven scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Mathematics Administration will be 64.14% Black, 76.26% Hispanic, and 84.29% White, based on the School Site Incentive Scorecard.

Given instruction using the Sunshine State Standards, 90.14 percent of students in grade four will score at 3.5 or above on the 2007 FCAT Writing+ Assessment based on the School Site Incentive Scorecard.

Given instruction using the Sunshine State Standards, 74.06 percent of students in grade five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Science Administration.

Given the need to establish a link between school, home, community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the 2005-2006 school year as evidenced by student and parent participation rosters.

Given the need to establish an environment that is safe and conducive to learning, the number of student safety programs will increase by two when compared to the 2005-2006 school year.

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members who designed and utilized technology-based curriculum will increase by 5 percent.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2007 FITNESSGRAM.

Given the need to develop music appreciation and opportunities to perform, the number of students participating in the art and musical performances in grades two through seven will increase by 5 percent during the 2006-2007 school year.

Coral Way K-8 Center will improve on the State of Florida ROI index publication from the 70th percentile in 2004 to the 71st percentile on the next publication of the index.

The September 2006 Organizational Performance Improvement Snapshot survey reflects that Coral Way K-8 Center's overall weakest items are in the areas of Business Results, (7c) where stakeholders know how well the organization is doing financially, and Strategic Planning, indicating (2a) whether stakeholders' ideas are accepted as part of the process. These areas will be addressed by conducting faculty and staff meetings, where financial and organizational information will be presented and question/answer periods will follow. Additionally, through faculty and grade level meetings, curriculum planning sessions will occur where stakeholders' ideas are incorporated into the educational planning environment.

# 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 Way Elementary School**

### VISION

Coral Way K-8 Center aspires to develop leaders who contribute to the well-being of society as they progress to positions of increasing responsibility through experience and personal growth. Here is a spirit of united purpose and equal worth. In this international setting we are developing citizens of the world where biliterate communication and technology are integral components of our teaching and learning environment providing our stakeholders with the tools for success in our global society. We strive to make a difference in the lives of all who enter here - students, teachers, parents, and community members.

## MISSION

Our mission is to provide our students with opportunities to develop a better sense of the world (past, present, and future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural, interactive learning environment focusing on improving student achievement. Our aim is that all students, regardless of their home language, graduate as proficient, bilingual, and bi-literate citizens in our multi-cultural community. The following goals have been identified as school priorities: (1) Teach our students to become proficient in speaking, reading, and writing in two languages; (2) Provide students with the opportunity to acquire a historical and global perspective that will help them to become productive citizens of our country and world community; (3) Have students develop an appreciation of diversity and be able to function in a multicultural society; (4) Have students develop critical thinking and leadership skills that will allow them to make a difference in their community; (5) Provide students with the opportunity to achieve the highest standards in all academic areas; (6) Support members of our school community to face the challenges of the 21st Century. All members of our school community, working as a team, are able to enrich the instructional environment and empower students to take responsibility for their learning, while providing them with the skills and tools to prepare themselves for the future.

## CORE VALUES

Coral Way K-8 Center establishes an environment that instills self-esteem, respect, and discipline that is conducive to bilingual and bi-literate proficiency in a multicultural setting in our school community. Students are provided with opportunities to develop a better sense of the world around them, while establishing a dual-language educational setting that moves both teachers and students into an international arena to create a multicultural, interactive learning environment focusing on improving student achievement. The guiding principle of Coral Way K-8 Center is the firm belief that subject area skills and concepts acquired in a child's home language will be transferred when the child acquires a second language. Our focus is to educate the whole child through a holistic approach, emphasizing critical thinking, high expectations and leadership skills, providing historical and global perspectives that help our students become productive citizens of our country and world community.

## *School Demographics*

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Coral Way K-8 Center was established in 1936 and is a Title 1 funded school, which serves approximately 1550 students in Pre-Kindergarten through seventh grade. It currently ranks as an "A" school. Approximately 19 percent of our student body are Limited-English-Proficient (LEP) and attend English for Speakers of Other Languages (ESOL) classes. Nearly five percent of the student population attend Spanish Second Language classes. Our mobility index is 19. The Special Education (SPED) Population is 87 Specific Learning Disabilities, 3 Emotionally Handicapped, 22 Varying Exceptionalities, 1 Mentally Handicapped, and 168 Gifted. Forty-six students receive Speech/Language services. The school ESOL population consists of 53 ESOL level 1, 24 ESOL level 2, 53 ESOL level 3, and 91 ESOL level 4.

The school employs a total of 141 full-time staff members and 31 part-time staff members. The school profile consists of 5 administrators, 2 lead teachers, 1 reading coach, 108 classroom teachers, 4 guidance counselors, 2 media specialists, 11 office staff members, 15 cafeteria workers, 3 security guards, 10 custodians, and 1 Computer Specialist. Of the teaching staff, 7 percent of the teachers are new to the school. The average length of teaching time in the state of Florida is 12 years. Forty-seven percent of the staff have advanced academic degrees. The teachers are certified in Elementary Education, Early Childhood, Spanish, English as a Second Language (ESOL), Reading, Technology, Music, Art, Physical Education, Media, and Educational Leadership. The composition of the teachers is as follows: 8 percent White, 17 percent Black, and 75 percent Hispanic. Twelve percent of the teachers are male, while 88 percent are female. Eight teachers are National Board Certified Teachers.

Unique to Coral Way K-8 Center, is that all students in grades pre-Kindergarten through seven, regardless of their origin, participate in our bilingual program. Sixty percent of the instructional day is presented in English, while 40 percent of the day is taught in Spanish. In both the English and Spanish components, students receive instruction in language arts, science, and social studies by teachers proficient in the designated language. Mathematics is taught bilingually by the Spanish component teacher. In sixth and seventh grades, the Spanish component encompasses Mathematics, Humanities, and Spanish Language Arts. We define success by our students' ability to foster literacy in both the English and Spanish languages, thus enabling our students to be truly bilingual, bi-literate, and bi-cultural.

The September 2006 organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of faculty and staff/human resources was the ability to analyze quality of work to see if changes are needed, item 4b, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

# *School Foundation*

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## ***Leadership:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the staff is asked its opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the EESAC collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC used consensus management to improve the potential of every student.

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

The September 2006 Organizational Performance Improvement Snapshot survey reflects that our strongest item in the area of Strategic Planning was analyzing process, item 2c, whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the elected members of the EESAC follow the Sunshine State Standards, district and state guidelines, School Improvement Plan, and Student Portfolios in order to accomplish the school's goals and objectives.

## ***Stakeholder Engagement:***

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas, the weakest in that section was the staff's input whether they are satisfied or dissatisfied with their work, item 3d. The stakeholders at Coral Way K-8 Center are provided extended learning opportunities addressing remedial, basic, and advanced academic needs.

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

The September 2006 organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of faculty and staff/human resources was the ability to analyze the quality of work to see if changes were needed, item 4b, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

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

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was that staff works cooperatively together as a team, item 5b, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The organization has monitored staff performance through PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and in-services, which enhances the school's efficiency.

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

The driving force used to ensure the successful implementation of the School Improvement Plan at Coral Way K-8 Center is the 8-Step Continuous Improvement Model. Incorporating E.D.Hirsh's Core Knowledge Sequence, our spiraled dual-language curriculum builds upon the foundation, skills, and knowledge of the preceding grade, emphasizes high academic performance in all disciplines, and incorporates higher order thinking skills in each academic area. Creative instructional strategies include Reciprocal Teaching and CRISS (Creating Independence Through Student-owned Strategies) which empower our students to take active roles in the educational process. Technology is used to simulate and motivate students to gain a broader understanding of any subject. Our International Studies Program (ISP) is a component of our bilingual academic program. Students enrolled in the International Studies Program acquire dual high school diplomas, one from the state of Florida and one from the Ministry of Education in Spain. Our school houses the District's only bilingual home-based full-time gifted program. Our Special Education Program (SPED) incorporates both resource and inclusion models.

Coral Way K-8 Center is aggressively pursuing the need to provide educational opportunities beyond the regular school day for students who need additional support. Our FCAT Student Achievement Funds are used to provide before and after-school tutoring in the areas of reading and mathematics. Additionally, during the school day, hourly teachers provide small group instruction to enhance learning in core subject areas. Our community school program is offering tutoring services before and after-school for a minimal fee for students needing additional support in Reading and Mathematics. Tutors use a combination of textbooks, supplemental materials, hands-on manipulatives, and computer assisted learning programs to help remediate students' deficiencies. Finally, the community school offers a Summer Learning Camp that provides a combination of academic and extra-curricular activities. Students receive reading and mathematical assistance while enjoying the activities of a regular camp atmosphere.

Following the Sunshine State Standards, Coral Way K-8 Center implements the reading series Houghton Mifflin in English from Kindergarten through fifth; Spanish for Kindergarten through fifth grade: Anaya, Cancionero, Santillana, Bien Dicho!, Lectura Scott Foresman; Lengua y Literatura is implemented in Spanish for sixth and seventh grades. The Harcourt Brace Mathematics Series is utilized in Kindergarten through grade five. Grades six through seven utilize Math Applications by Glencoe. Additional materials and resources are used to help support the curriculum and ensure a complete delivery model. Technology resources such as Fast ForWord, Riverdeep, and FCAT Explorer are used to provide additional intervention and progress monitoring opportunities. Additionally, our Academic Excellence Program (AEP) expands investigation and strategic planning in the areas of mathematics and science through a Chess Club and Science Explorers Program.

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

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business was the organization has high standards and ethics, item 7g, whereas the weakest in that section was the organization's understanding of the school's financial status, item 7c. The organization has used the 8-Step Continuous Improvement Model to monitor and improve students' scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, District and State guidelines, and best practices have helped improve the performance to achieve and maintain a grade A in the Florida School Report Card.



## 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 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 1 STATEMENT:**

Reading

### ***Needs Assessment***

The results of the 2006 FCAT Reading scores indicated that 80% of students in grades three through six were reading at the State required Achievement Level 3 or higher. The results of the 2006 FCAT Reading Test indicated the following: 79% of students in grade three, 76% of students in grade four, 70% of students in grade five, and 66% of students in grade six tested at or above Achievement Level 3. All subgroups met Adequate Yearly Progress. Students in third, fourth, fifth, and sixth grades scored at 71%, 67%, 57%, and 64% respectively in Words/Phrases. Our analysis of student performance on the 2006 FCAT Reading subtest data indicated that the weakest content cluster for grade three was Comparisons at 58% and the strongest content cluster was Words/Phrases at 71%. Grade four demonstrated that the weakest content cluster was Reference/Research at 50%, and the strongest content cluster was Words/Phrases at 67%. Fifth grade demonstrated that the weakest content cluster was Words/Phrases at 57%, and the strongest content cluster was Comparisons at 73%. Sixth grade demonstrated that the weakest content cluster was Reference/Research at 62%, and the strongest content cluster was Comparisons at 73%.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students in grades three through seven scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Reading administration will be as follows: 62.47% Black, 79.72% Hispanic, and 86.32% White, based on the School Site Incentive Scorecard.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development on scope and sequence, curriculum mapping, and innovative and effective strategies that enhance critical thinking skills and infuse reading into all curriculum areas using existing resources, modeling of lessons, and mentoring as evidenced by participation rosters.	Principal; Assistant Principal for Curriculum; Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Utilize a Literacy Leadership Team to implement schoolwide reading incentive programs such as Scholastic Reading Counts and Book It! and activities that incorporate the Comprehensive Reading Plan and the Sunshine State Standards as evidenced by meeting agendas.	Principal; Reading Coach; Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Enhance the Core Knowledge Curriculum to incorporate more historical, scientific, and cultural literature as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum	8/14/2006	5/30/2007	Expanding arts opportunities	\$3000.00
Conduct conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.	Principal; Assistant Principal of Curriculum; Reading Coach; Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1500.00
Assess students in Kindergarten through third grade using Dynamic Indicators of Basic Literacy Skills (DIBELS) to identify strengths and weaknesses in basic literacy skills to guide instruction as evidenced by data reports.	Principal; Assistant Principal; Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$750.00
Provide training to parents in their native language to increase student attendance and parental involvement in their children's reading curriculum as reflected in the Comprehensive Reading Plan and Sunshine	Principal; Reading Coach; Assistant Principal for Curriculum	8/11/2006	5/30/2007	District-wide literacy plan	\$1500.00

State Standards with special focus on family reading time using Lexile- leveled books as evidenced by participation logs.					
Identify students in grades three through seven scoring at Achievement Levels 1 and 2 on the FCAT Reading subtest and implement small group instruction using hourly teachers and reading intervention programs such as Voyager Passport, Soar to Success, Reading 100, Bridges to Literature, and Intensive Reading as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum; Reading Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$24000.00

## Research-Based Programs

Coral Way K-8 Center uses the Houghton-Mifflin Reading Series, Strategies to Achieve Reading Success (STARS), Comprehensive Assessment to Reading (CARS), Fast ForWord, Voyager Passport, Soar to Success, and Riverdeep.

## Professional Development

Training will be provided in the following areas: Edusoft, Curriculum-mapping, data analysis, Scholastic Reading Counts, DIBELS, Riverdeep, DAR, MAZE, CRISS, Reciprocal Teaching, the 8-Step Continuous Improvement Model, Differentiated-instruction, accommodations for ESE and ESOL students, Scholastic Reading Counts, and district-sponsored inservices in reading and language arts.

## Evaluation

This objective will be evaluated using the scores from the 2007 FCAT Reading administration. The Continuous Improvement Model will be implemented as an evaluative tool. The Scores/data from the diagnostic instruments, including DIBELS and MAZE, will be used to evaluate progress. District Reading Interim Assessments, including Comprehensive Assessment in Reading Strategies (CARS), will be used to monitor progress towards this objective, to provide item data analysis, and to redirect intervention and instructional strategies. Students scoring FCAT Reading Achievement Level 1 and 2 will also receive intervention and monitoring using Voyager Passport and Soar to Success. Teacher lesson plans following the Professional Assessment Comprehensive Evaluation System (PACES) guidelines will be used to monitor student progress.

## 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 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 2 STATEMENT:**

Mathematics

### ***Needs Assessment***

The results of the 2006 FCAT Mathematics Test information indicated that 77% of students in grades three through six were performing at the State required mastery Achievement Level of 3 or above. Data indicated the following: 80% of students in grade three, 79% of students in grade four, 62% of students in grade five, and 57% of students in grade six tested at or above Achievement Level 3. Adequate Yearly Progress was met as evidenced by all subgroups. Staff development will be provided to enhance mathematics instruction and promote student achievement as needed. Our analysis of student performance on the 2006 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Measurement at 62% and the strongest content cluster was Data Analysis at 71%. Grade four demonstrated that the weakest content cluster was Algebraic Thinking at 57% and the strongest content cluster Measurement at 75%. Fifth grade demonstrated that the weakest content cluster was Algebraic Thinking at 45% and the strongest content cluster was Measurement at 55%. Sixth grade demonstrated that the weakest content cluster was Algebraic Thinking at 38% and the strongest content cluster was Geometry at 67%.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students in grades three through seven scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Mathematics Administration will be 64.14% Black, 76.26% Hispanic, and 84.29% White, based on the School Site Incentive Scorecard.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide mathematics instruction using ESOL and ESE strategies including the use of manipulatives as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum, ESOL Teachers, ESE Teachers, Classroom Teachers	8/14/2006	5/30/2007	Inclusion	\$1500.00
Provide staff development to support the five strands included in the performance expectations of the FCAT, while expanding problem-solving and writing skills as specified in the Sunshine State Standards, using existing resources, modeling of lessons, and mentoring as evidenced by attendance logs.	Principal	8/14/2006	5/30/2007	Mentoring Opportunities	\$1000.00
Identify students in grade three through seven scoring at Achievement Levels 1 and 2 on the FCAT Mathematics subtests and implement small group instruction using technology and personnel as evidenced by participation rosters.	Principal, Assistant Principal of Curriculum, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$24000.00
Provide training to parents to increase student attendance and parental involvement in their children's mathematics curriculum as reflected in the Sunshine State Standards in order to enhance their effectiveness when assisting their children at home as evidenced by participation logs.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00
Utilize a Mathematics Task Force to implement and promote mathematics incentive programs, projects, and competitions that focus on critical thinking skills as reflected in the Sunshine State Standards as evidenced in the task force minutes and school calendar events.	Principal; Chairperson of the Math Task Force; Assistant principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00
Provide advanced mathematics curriculum	Principal; Assistant Principal of	08/14/2006	05/30/2007	District Strategic	\$0.00

infusing critical thinking and analytical strategies to all students.	Curriculum; Classroom Teachers			Plan	
Provide Course Recovery in Mathematics to those current seventh grade students who failed Mathematics in the 2005-2006 school year.	Principal; Assistant Principal of Curriculum; Mathematics Class Recovery Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$7500.00
Expand the Chess Club to promote strategic and analytical thinking in mathematics.	Principal; Assistant Principal; AEP Teacher	09/11/2006	05/04/2007	District Strategic Plan	\$1400.00
Increase students' mathematical applications skills using hands-on interdisciplinary activities as evidenced in weekly lesson plans.	Principal; Assistant Principal of Curriculum; Members of the Math Task Force	8/14/2006	5/30/2007	Continuous Improvement Model	\$3000.00

### **Research-Based Programs**

Coral Way K-8 Center uses the Harcourt Brace Mathematics Series(K-5), Glencoe Mathematics Application and Concepts (grades 6-7), and Riverdeep.

### **Professional Development**

Training will be provided in the following areas: Edusoft, curriculum mapping, the 8-step Continuous Improvement Model, District sponsored in-services by the Division of Mathematics and Science, Riverdeep, Harcourt Brace Mathematics Series, and Glencoe Mathematics Application and Concepts.

### **Evaluation**

This objective will be evaluated by the scores from the 2007 FCAT Mathematics administration. Scores/data from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies using the Continuous-Improvement-Model. Teacher lesson plans using PACES guidelines will be used to monitor student progress and the use of manipulatives. Item analysis data provided by Edusoft software will also be used to monitor and assess student progress.



## 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

### ***Needs Assessment***

Results of the 2006 FCAT Writing+ scores indicate that 87.61% of students in grade four met state standards. The average score for both Expository and Narrative Writing combined was 4.1. The results indicate that 12.39% students did not meet state standards in writing.

#### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 90.14 percent of students in grade four will score at 3.5 or above on the 2007 FCAT Writing+ Assessment based on the School Site Incentive Scorecard.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide before, during, and after school tutorial sessions that target writing skills as evidenced by attendance rosters.	Principal; Assistant Principal of Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Infuse the Houghton Mifflin Reading/Writing Workshop as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum; Reading Coach; Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Target the less proficient student (including LEP and SPED) in writing to monitor and provide assistance using technology, differential instruction, and additional personnel to support individual needs and small group instruction to review the Sunshine State Standards as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum; Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct conferences to monitor students' progress as evidenced by student portfolios, class assignment rosters and parental signatures.	Principal; Assistant Principal of Curriculum; Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide training to parents in their native language to increase student attendance and parental involvement in their children's writing skills as reflected in the Sunshine State Standards in order to enhance their effectiveness when assisting their children at home as evidenced by participation logs.	Principal; Assistant Principal for Curriculum	08/14/2006	05/30/2007	Community Partnerships	\$3000.00
Provide staff development on scope and sequence, curriculum mapping, and innovative and effective strategies that enhance the writing process focusing on elaboration of details, dialogue, and imagery,	Principal; Assistant Principal of Curriculum; Literacy Leadership Team	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00

using existing resources, modeling of lessons, and mentoring as evidenced by participation logs.	
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### **Research-Based Programs**

Coral Way K-8 Center uses the Houghton-Mifflin Reading/Writing Series, Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing (DRAW).

### **Professional Development**

Training will be provided in the following areas: FCAT Writing+ and the Houghton-Mifflin Reading/Writing Workshop.

### **Evaluation**

This objective will be evaluated using scores on the 2007 FCAT Writing+ Subtest. Scores/data from the Pre-Assessment Tests and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies using the Continuous-Improvement-Model.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Science

### ***Needs Assessment***

Scores on the 2006 FCAT Science Assessment Test indicate that 49.07% students in grade 5 scored at FCAT Achievement Level 3 or above. Subtests indicate that the weakest content cluster for student in grade five was Earth and Space at 50% and the strongest content cluster was Physical and Chemical Science at 67%.

## Measurable Objective

Given instruction using the Sunshine State Standards, 74.06 percent of students in grade five will score at FCAT Achievement Level 3 or above on the 2007 FCAT Science Administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote the development of student inventions utilizing the scientific process through a Young Science/Inventors' Fair as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Members of the Mathematics/Science Task Force; Classroom Teachers	08/14/2006	05/30/2007	School-to-Career	\$0.00
Provide dedicated space and resources for hands-on, inquiry-based explorations for support knowledge of the scientific method as evidenced by lessons plans.	Principal; Assistant Principal of Curriculum	08/14/2006	05/30/2007	Career Development Programs	\$0.00
Provide staff development including scope and sequence and curriculum mapping to on strategies that enhance the scientific process, using existing resources, modeling of lessons, and mentoring as evidenced by participation rosters.	Principal; Assistant Principal of Curriculum	08/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Incorporate investigative science projects into curriculum focusing on critical thinking skills as well as journal writing as reflected in the Sunshine State Standards as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement a Science Explorers Club to expand students' analytical, exploration, and problem-solving techniques to investigate advanced learning opportunities in science.	Principal; Assistant Principal of Curriculum: AEP Teacher	09/11/2006	05/04/2007	District Strategic Plan	\$2000.00
Implement District Science Scope and Sequence and long range plans to ensure that all Sunshine State Standards are being taught through content area instruction as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$1500.00
Provide training to parents in their native language to increase student attendance and parental involvement in their children's science curriculum as reflected in the Sunshine State Standards in order to enhance their effectiveness when assisting their children at home as evidenced by	Principal; Assistant Principal of Curriculum	08/14/2006	05/30/2007	District-wide literacy plan	\$2000.00

participation logs.					
Increase science and mathematics writing in students' portfolios reflecting laboratory reports, critical thinking skills, analysis, synthesis, and evaluations as evidenced by weekly lesson plans.	Principal; Assistant Principal for Curriculum; Chairperson of the Reading/Writing Task Force; Chairperson of Mathematics/Science Task Force.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Coral Way K-8 Center uses the core science program of Scott Foresman Science in the regular program, and McMillan-McGraw Hill Science Series in the Gifted Program. Supplemental programs will include Measuring Up In Science, Full Option Science System (FOSS) Kits, the CORE Knowledge Sequence, and Insights (an inquiry-based, hands-on K-6 science program funded by the National Science Foundation).

## Professional Development

Professional development will be provided in the areas of inquiry-based instruction, on-line scientific research, Distance Learning, the integration of the mathematics and science curriculum, FOSS Program, and Insights.

## Evaluation

This objective will be evaluated using scores of the 2007 FCAT Science Test. Classroom assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Conferences will be conducted to monitor student progress. Utilizing the Continuous-Improvement-Model, programs including Measuring Up In Science and Insights (an inquiry-based, hands-on K-6 science program funded by the National Science Foundation) will be incorporated into the curriculum to monitor the acquisition of science skills. Results from the 2006-2007 Science/Inventors' Fair Projects will be compared to data from the previous year.

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

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

Parental Involvement

### ***Needs Assessment***

The 2005-2006 Parental Involvement Rosters at Coral Way K-8 Center indicated that 57% of parents participated in school functions, excluding Open House.

## Measurable Objective

Given the need to establish a link between school, home, community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the 2005-2006 school year as evidenced by student and parent participation rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct conferences to monitor students' progress and encourage parental involvement as evidenced by student portfolios, class assignment rosters, and parental signatures.	Principal; Assistant Principal of Curriculum; Classroom Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Implement Title 1 Parent Orientation as evidence by parent participation rosters.	Principal; Community Involvement Specialist; PTA	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide workshops and activities to empower parents with the skills needed to assist students with home learning activities as evidenced by parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Reading Coach; Lead Teachers; Classroom Teachers; Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$3000.00
Organize Family Literacy Nights on a quarterly basis to involve families in literacy activities as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Community School; Reading Coach; Community Involvement Specialist	08/14/2006	05/30/2007	Community Partnerships	\$4000.00
Conduct Family Night to exhibit Science/Inventors' Fair Projects as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Community Involvement Specialist; PTA	08/14/2006	05/30/2007	School-to-Career	\$0.00
Conduct Family Nights to exhibit art, music, theater, and photography projects and programs as evidenced by student/parent participation rosters.	Principal; Assistant Principal of Curriculum; Assistant Principal of Community School; Community Involvement Specialist; Classroom Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$1000.00

## Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs.



## **Professional Development**

Not applicable.

### **Evaluation**

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as parent orientation meetings, Family Literacy Programs, Technology Training, FCAT Strategies, our Science/Inventors' Fair, Adult Literacy and Language classes, and our Gallery Night.

## 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 checked="" 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 6 STATEMENT:**

Promote and maintain a safe learning environment.

### ***Needs Assessment***

In the 2005-2006 school year, a total of two safe school initiatives were implemented, specifically Bullying and Save a Life Foundation. In an effort to increase student safety and promote a safe learning environment, the number of safe school initiatives will increase by two to include Internet Safety and Drug/Alcohol Prevention.

## Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of student safety programs will increase by two when compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review, implement, and adhere to the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda.	Principal; Assistant Principals; Classroom Teachers; Parents	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct motivational programs such as Do The Right Thing and Caught Doing Good to emphasize good citizenship as evidenced by monthly nomination forms.	Principal; Assistant Principals; School Counselors; Classroom Teachers	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Implement an "Anti-bullying Program" designed to decrease school-wide incidents of bullying across all grade levels.	Principal; Assistant Principal; School Counselors	11/20/2006	1/19/2007	Mentoring Opportunities	\$0.00
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving issues, dealing with peer pressure, and making good choices as evidenced by Student Service Reports.	Principal; Assistant Principal; School Counselors	08/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Conduct safety programs such as DARE, Myspace Awareness (Internet safety), and Save a Life Foundation as evidenced by participation logs.	Principal; Assistant Principals; School Guidance Counselors; Police Officers; Firefighters	08/14/2006	05/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

Not applicable.

### Professional Development

Staff training will be provided in conflict resolution, recognizing bullying, Save a Life Foundation, Drug/Alcohol Prevention, and Internet Safety.

## **Evaluation**

The objective will be evaluated by the number student safety programs implemented during the 2006-2007 school year.

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

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

Technology

### ***Needs Assessment***

The need to design technology-based curriculum and integrate it into the classroom learning environment is essential in our current technological world. The school's vision is to develop citizens of the world where bi-literate communication and technology are integrated components providing our stakeholders with the tools for success in our global society. During the 2005-2006 school year, 37% of our faculty used and/or designed technology projects to enhance classroom instructional focus.

## Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, the percent of staff members who designed and utilized technology-based curriculum will increase by 5 percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage teachers to integrate software such as Brainpop to enhance the presentation and acquisition of content curriculum as evidenced by weekly lesson plans.	Principal; Assistant Principal of Curriculum; Technology Specialist; Classroom Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide user friendly and teacher specific programs for easier input and design of teacher-developed software as evidenced by teacher-designed, technology-based curriculum lessons.	Principal; Assistant Principal of Curriculum; Technology Specialist	08/14/2006	05/30/2007	Continuous Improvement Model	\$2100.00
Provide user friendly and teacher specific programs for easier input and design of teacher-developed software as evidenced by teacher-designed, technology-based curriculum lessons.	Principal; Assistant Principal of Curriculum; Technology Specialist	08/14/2006	05/30/2007	Continuous Improvement Model	\$2100.00
Provide training for teachers on the development of integrated lessons as evidenced by workshop rosters.	Principal; Assistant Principal of Curriculum; Technology Specialist	08/14/2006	05/30/2007	Mentoring Opportunities	\$3000.00
Provide training on teacher-designed WebQuest curriculum to enhance inquiry-based learning and to stimulate the learners' thinking at the levels of analysis, synthesis, and evaluation as evidenced by teacher-developed web-based projects.	Principal; Assistant Principal of Curriculum; Technology Specialist; Media Specialist; Classroom Teachers	08/14/2006	05/30/2007	Small Learning Communities	\$9500.00
Encourage teachers to create inquiry-based software lessons and projects in a dual-language format whereby students can use their research and problem-solving skills as evidenced in weekly lesson plans.	Principal; Assistant Principal of Curriculum; Technology Specialist; Classroom Teacher	08/14/2006	05/30/2007	Dual Language Education	\$0.00
Provide training on the usage and data analysis components of specific instructional software including Riverdeep and FCAT Explorer as evidenced by teacher-created lesson plans, artifacts, and student artifacts.	Principal; Assistant Principal for Curriculum; Technology Specialist; Classroom Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00

## **Research-Based Programs**

Core Program: National Educational Technology Standards (NETS)

## **Professional Development**

Training will be provided on Riverdeep, PowerPoint, Marco Polo, Inspiration, Kidspiration, Atomic Learning (Excel, Photoshop, iMovie, Dreamweaver), Fast ForWord, and Project-Based Learning.

## **Evaluation**

The objective will be evaluated by the increase in the percent of teachers who design and incorporate technology into their curriculum as compared to the 2005-2006 school year. The goal is to lead more engaging technology-enhanced lessons for students, resulting in improved student achievement.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Health and Physical Fitness

### ***Needs Assessment***

Results from the physical fitness 2005-2006 FITNESSGRAM, a health related fitness test, indicates that 72.1% of the students in grades four and five adequately performed on the Miami-Dade County FITNESSGRAM.



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' gradebooks.	Principal; Assistant Principals; Physical Education Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement Pre-Post Tests that will measure student/school improvement and physical progress as evidenced by Post Test results.	Assistant Principal; Physical Education Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Principal; Physical Education Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$6000.00
Select activities specifically related to assessment component items, which would enhance specificity as evidenced by weekly instructional lessons plans.	Principal; Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Engage students in physical fitness activities as evidenced by weekly instructional lesson plans.	Principal, Assistant Principals; Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

## **Evaluation**

The objective will be evaluated using the results from the 2007 Miami-Dade County FITNESSGRAM. Physical Education teachers' lesson plans will reflect the implementation of strategies.

## 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 checked="" 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 9 STATEMENT:***

Improve art and music appreciation skills.

### ***Needs Assessment***

The 2005-2006 art and musical performance attendance logs indicated that 270 students in grades two through six participated in school-wide performances.

## Measurable Objective

Given the need to develop music appreciation and opportunities to perform, the number of students participating in the art and musical performances in grades two through seven will increase by 5 percent during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate cooperative learning, critical thinking skills, art and music appreciation, and art and musical skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal of Curriculum; Art Teachers; Music Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Select students in grades four, five, six, and seven to participate in our Latin Jazz Band as evidenced by attendance rosters.	Principal; Assistant Principal; Music Teacher	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Select students in grades four, five, six and seven to participate in our Violin Program as evidenced by attendance rosters.	Principal; Assistant Principal; Music Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Develop creative thinking by having students write musical notation as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Music Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Engage students in designing various art forms and crafts integrated into the CORE Knowledge Curriculum as evidenced by weekly lesson plans.	Principal; Assistant Principal; Art Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$3000.00
Conduct and attend, both on and off school site, art, musical, debate, and theatrical performances that enhance appreciation of the arts as evidenced by art, music, and theatrical programs.	Principal; Assistant Principals; Art, Music, and Drama Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Develop creative thinking by having students design art work depicting various styles as evidenced by weekly instructional lesson plans.	Principal; Assistant Principal; Art Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00

### Research-Based Programs

Not Applicable

## **Professional Development**

Not Applicable

### **Evaluation**

The objective will be evaluated by student performance attendance logs and teacher lesson plans.

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

**GOAL 10 STATEMENT:**

Improve Return on Investment Ranking.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004, Coral Way K-8 Center ranked at the 70th percentile on the State of Florida ROI index.

## Measurable Objective

Coral Way K-8 Center will improve on the State of Florida ROI index publication from the 70th percentile in 2004 to the 71st 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.	Principal; Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal; Assistant Principals	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 foundation, volunteer networks).	Principal; Assistant Principals	08/14/06	05/30/07	Community Partnerships	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal; Assistant Principals	08/14/06	05/30/07	Community Partnerships	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Coral Way K-8 Center will show progress toward reaching the 71st 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 EESAC reviewed the budget for the 2006-2007 school year and has made adjustments and recommendations based on the expenditures and the programmatic needs of the school as it relates to the School Improvement Plan.

### ***Training:***

The EESAC recommended areas of staff professional development based on the implementation of new strategies and on the interest of the faculty.

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

The EESAC met with constituents to select instructional and supplemental materials that will support the efforts of the School Improvement Plan.

### ***Technology:***

The EESAC met and reviewed purchased hard and software at the school site and discussed the enhancement of technology integration be enhanced in all curriculum areas of the School Improvement Plan.

### ***Staffing:***

The EESAC made recommendations to continue to use paraprofessionals and hourly personnel to increase classroom support. The EESAC recommended the need for staff to provide after-school clubs and activities such as drama, theatre, art, chorus, band, science, chess, photography, yearbook, Student Council, Safety Patrols, and the book club.

### ***Student Support Services:***

The EESAC has discussed strategies providing students with support services in the development of the School Improvement Plan. The strategies included individual and group counseling, peer mentoring, and the cooperative consultation process.

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

The EESAC provides incentive programs that reward student performances.



***Benchmarking:***

The EESAC has established means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain or increase student achievement.

***School Safety & Discipline:***

The EESAC recommended safety issues and promoted the use of funding for additional security before and after school.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$38,750.00
Goal 2: Mathematics	\$41,900.00
Goal 3: Writing	\$7,000.00
Goal 4: Science	\$5,500.00
Goal 5: Parental Involvement	\$8,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$16,700.00
Goal 8: Health & Physical Fitness	\$6,000.00
Goal 9: Electives & Special Areas	\$3,000.00
Goal 10: Return On Investment	\$0.00
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<b>Total:</b>	<b>\$126,850.00</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*