

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Coral Reef Elementary School (1041)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Lucille Matthews

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Coral Reef Elementary School is located in south Miami Dade County within the Palmetto Senior High Feeder Pattern. Our student population of approximately 900 students, of which 16 participate in the Voluntary Pre-Kindergarten (VPK) includes 50 percent White Non-Hispanic, 29 percent Hispanic, 14 percent Black Non-Hispanic, and seven percent Asian/Multiracial. According to the 2006-2007 No Child Left Behind (NCLB) School Public Accountability Report, 13 percent are Students with Disabilities (SWD), 23 percent receive free or reduced lunch, and seven percent are English Language Learners (ELL). The school strives to meet every individual child's educational needs. Coral Reef Elementary provides an academic curriculum committed to excellence with a variety of educational programs. The school currently has three gifted classrooms, three Autistic Spectrum Disorder units, Art Appreciation, Accelerated Reader, Riverdeep, Destination Reading and Mathematics, FCAT Explorer, as well as an extensive Sunshine State Standards Curriculum. Together with our community partners and Parent Teacher Association (PTA), Coral Reef Elementary will use all available resources to enhance the educational needs of students.

The Educational Excellence School Advisory Council (EESAC) has identified the following schoolwide priorities as the focus of its objectives related to student achievement for the 2007-2008 School Improvement Plan (SIP):

- Reading
- Writing
- Mathematics
- Science
- Parental Involvement
- Discipline/Safety
- Technology
- Health and Physical Fitness
- Special Areas
- Return on Investment

These goals will be met through the use of strategies that provide an array of opportunities for all students to be successful in learning. These strategies will include, but not be limited to, utilization of the Sunshine Standards and Competency-Based Curriculum, long range curriculum mapping guides, integration of science and technology, manipulatives, writing portfolios, reading logs, staff collaborative planning, professional development, monitoring of student assessment data, implementation of the Continuous Improvement Model (CIM), and consistent monitoring of the SIP. The primary purpose of the school is to empower students to achieve excellence in education.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 92 percent of all students reading at Level 3 or above, as documented by the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all students in grades three through five will increase their mathematics skills as evidenced by 86 percent of all students scoring at or above level 3, as documented by the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by ninety-three percent of students scoring at or above 3.5, as documented by the 2008 FCAT Writing Test.

Given instruction using the Sunshine State Standards, fifth grade students will increase their science skills as evidenced by 74 percent of students scoring at or above Level 3, as documented by the 2008 FCAT Science Test.

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2007-2008 school year as compared with the 2006-2007 school year and documented by parent attendance sheets.

Given emphasis on a safe and orderly environment, student tardies will decrease by three percentage points during the 2007-2008 school year as compared to 2006-2007.

Given an emphasis on the use of educational technology, teachers will ensure that students in grades Kindergarten through grade five have at least four opportunities per month to interact with technology during the 2007-2008 school year as documented by media center sign-in logs and classroom computer schedules.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 58 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

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



School Improvement Plan 2007-2008



Coral Reef Elementary will improve its ranking on the State of Florida ROI index publication from the 88th percentile in 2004-2005 to the 89th percentile on the next publication of the index.

In reviewing the results of the Organizational Performance Improvement Snapshots Survey taken by 88 percent of employees, all categories earned an average score higher than 4.1, reflecting a score slightly higher than "Agree". Strategic Planning has been identified as a focus for improvement as we strive to involve all stakeholders during the 2007-2008 school year. Although the school faculty has increased, the category scores have maintained an approximate average of 4.0. Scores indicate that the staff almost always agree with the questions in this category, however, improvement can be made in how they perceive progress on work group plans, knowing how the plan affects them at work, and helping to include their ideas in future plans. With item scores just slightly below the "Agree" ranking, there are two areas that will be addressed for the 2007-2008 school year. Items 7C and 2A received the lowest scores of 3.9 and 3.8, respectively. Data showed that employees did not always know how well their work location was doing financially. In addition, employees did not always feel that they shared an active part in planning for the future of the school. For the upcoming year, we will continue to work toward increasing communication among all stakeholders. We plan to provide additional information to all staff regarding future academic and financial plans. This will be achieved through staff meetings, training sessions, and EESAC meetings in order to increase their knowledge in this area and provide them with the tools needed to become more actively involved.



School Improvement Plan 2007-2008



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.

1041 - CORAL REEF ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



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.

School Demographics

Coral Reef Elementary is located in south Miami Dade County at 7955 Southwest 152nd Street. This forty-seven year old school sits on ten acres and has eight separate buildings with a freestanding media center. A new intermediate, two story classroom building was opened during the 2006-2007 school year. All of these buildings have been wired to provide internet access to the classrooms. In addition, the school provides a physical education shelter, bicycle parking, covered walkways, separate primary and intermediate play areas, two hard courts, playing fields, and a parent drop-off area. The school is located in the Palmetto Senior High Feeder Pattern and students generally transition to Southwood Middle and Richmond Middle Schools.

Coral Reef Elementary provides an academic curriculum committed to excellence. Kindergarten through fifth grade has an approximate student population of 900 with 16 in VPK. The student population is comprised of 13 percent classified as SWD, seven percent as ELL, 19 percent as gifted, and 23 percent are Economically Disadvantaged as determined by the free or reduced price lunch status. The student population includes 50 percent White Non-Hispanics, 29 percent Hispanic, 14 percent Black Non-Hispanic, and seven percent Asian/Multiracial. The NCLB School Public Accountability Report reflects the following subgroups in our school: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, ELL, and Students with Disabilities (SWD). Of these subgroups, only the Economically Disadvantaged group showed students performing below grade level. Of this group, 36 percent are Level 1 and Level 2 in Reading, while 41 percent are Level 1 and 2 in Mathematics. At the end of the 2006-2007 school year, 16 students in grades Kindergarten through five were retained. Of these students, six were in Kindergarten, one was in first grade, eight were third graders and one was in fifth grade. The mobility index for the student population is reported as eleven percent.

The 2007-2008 school year reflects a total number of students per grade level as follows: VPK 16, Kindergarten 128, First Grade 134, Second Grade 151, Third Grade 164, Fourth Grade 136, and Fifth Grade 175. The teacher to student ratio is as follows: VPK 16:1, Kindergarten through Third Grade 19.3:1 and Fourth/Fifth Grade 23.6:1. This is not in compliance with the state mandated class size reduction.

The school employs a total of 84 full-time staff members and 26 part-time staff members. Of this group, two are administrators, 54 are instructional staff, six custodial, nine clerical, and 21 are identified as Other Staff. Thirty eight percent of the staff is White, 19 percent is Black, and 43 percent is Hispanic. Of this group, two are administrators, 46 are instructional staff, seven are Special Education (SPED) teachers, one guidance counselor, one media specialist, nine paraprofessionals, five clerical employees, one security monitor and eight custodial service workers. Forty four percent of the teaching staff has a Master's Degree, four percent have Specialist's Degrees, and two percent have Doctoral Degrees. In addition, there are three National Board Certified Teachers. All teachers employed at Coral Reef Elementary teach in-field while 100 percent of all classes are taught by highly-qualified teachers. Our average instructional staff attendance was 95.2 percent for the 2006-2007 school year.

The Florida Department of Education has designated the school as an "A" school for the past six consecutive years. Our instructional staff has received performance recognition in the form of the Florida School Recognition Program.

The staff provides a variety of educational programs: Gifted, Specific Learning Disabilities, Autistic Spectrum Disorder Services, Computers, Art Appreciation, Accelerated Reader, Riverdeep, Destination Reading and Mathematics, FCAT Explorer, as well as an extensive Sunshine State Standards Curriculum. The staff is committed to improving students' achievement as related to school reform. In addition, the Coral Reef Chorus meets weekly with the Music teacher on Wednesdays to prepare for performances throughout the school year and the Art Club meets weekly on Wednesdays to engage in art appreciation, improve artistic talents, and prepare for exhibits throughout the community. Fifth grade students participate in Future Educators of America (FEA) Club and in the Safety Patrol Committee.

The Coral Reef Elementary School leadership team consists of a leadership group that includes representatives from all stakeholders in the primary decision making group, the Education Excellence School Advisory Council. School leaders provide support for the professional growth opportunities needed in order to make informed decisions. Additionally, the school will focus on designated goals through the use of strategies that provide an array of opportunities for all students to be successful learners. These strategies will include, but not be limited to, utilization of the Sunshine Standards and Competency-Based Curriculum, long range curriculum mapping guides, integration of science and technology, manipulatives, writing portfolios, reading logs, staff collaborative planning, professional development, monitoring of student assessment data, implementation of the Continuous Improvement Model (CIM), and consistent monitoring of the SIP. The primary purpose of the school is to empower students to achieve excellence in education.

School Foundation

Leadership:

The rubric used on the Organizational Performance Self Assessment Survey ranges in scores from 1 to 5, with 5 being the highest score of Strongly Agrees and 1 being the lowest score of Strongly Disagrees. The survey results reported a decrease in the average score from 4.2 to 4.1 in the Leadership Category. However, this continues to correspond closest to the Agrees score on the category rubric and reflects that most staff members believe that the school leadership sets a positive direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

The survey results state that the school maintained an average score of 4.1 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they are involved in the development and implementation of the school's goals and objectives.

Stakeholder Engagement:

The survey results show an increase in this category to a 4.4 from a 4.3 last year. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members have a high level of satisfaction in the workplace.

Faculty & Staff:

The survey results revealed an increase in the average score 4.2 to 4.3 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they are involved in a team approach in the overall function of the school. The school's teacher mentoring program at Coral Reef Elementary consists of assigning a mentor teacher to all beginning teachers in order to assist them in accordance with the guidelines and requirements of PACES, as well as in student assessments, classroom management and other school programs and initiatives.

Data/Information/Knowledge Management:

The survey results reported an increase of 0.10 in the average score from 4.4 to 4.5. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members believe that they possess the knowledge and ability to utilize data to monitor the progress of the school's staff and school functions.

Education Design:

The survey results revealed an increase in the average score from 4.2 to 4.3 in this category. This corresponds to the Agrees score on the category rubric and reflects that most staff members are aware of the processes that drive the function of the school.

Performance Results:

The survey results revealed an increase in the average score from 4.2 to 4.3 in this category. This corresponds most closely to the Agrees score on the category rubric and reflects that most staff members are particularly satisfied with their performance and perceive satisfactory feedback from the parent community and students.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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 type="checkbox"/> |

Reading Statement

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

Needs Assessment

An analysis of the data revealed that 90 percent of all students in grades three through five are reading at or above grade level; however ten percent are not at grade level and scored a Level 1. Seventy-six percent of fourth and fifth grade students made annual learning gains and 66 percent of struggling students achieved a year's worth of progress. Conversely, 24 percent of all students and 34 percent of struggling students did not make annual learning gains. The data further reveals strength in the area of "Words/Phrases". Further analysis of the data reveals that there were 21 Level 1 and 2 students in third grade, 26 in fourth grade, and 24 in fifth grade. Yearly FCAT data since 2004 revealed that an average of 89.25 percent of students in grades three through five scored at or above grade level. This four year trend showed a range of five percentage points. In addition, analysis of the four year data shows an average of 75 percent of students made learning gains while an average of 69 percent of the lowest quartile made learning gains. This four year trend had ranges of ten and 14 percentage points, respectively. The data also revealed that the content clusters were similar, but the greatest weakness was in the area of "Performance Task" items. All subgroups satisfied the 2006-2007 No Child Left Behind criteria, thus meeting adequate yearly progress in reading.

NCLB Subgroup Target

| | | | | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
| <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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 92 percent of all students reading at Level 3 or above, as documented by the 2008 FCAT Reading Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|------------|---------------------------------|--------|
| Continue the Accelerated Reading Program integrating literature-based reading and technology. | Media Specialist, Computer Technologist | 8/30/2007 | 5/30/2008 | District-wide Literacy Plan | 0 |
| Develop grade level timelines that include the identification of skills to be taught. | Teacher, Administrator | 09/15/2007 | 03/01/2008 | Seamless PreK-12 Curriculum | 0 |
| Provide opportunities to attend professional development activities, such as CRISS, Riverdeep Technology Training, DIBELS, Assess2Learn, Data Analysis, and Sharing of Best Practices. | Administrator | 08/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Sponsor motivational programs to encourage reading at school and at home, such as "Reading at the Reef". | Media Specialist | 09/20/2007 | 04/15/2008 | Exchange Meaningful Information | 0 |
| Identify Level 1 and 2 students from the 2007 FCAT Reading Test and provide/monitor small group tutoring intervention using Voyager, Soar To/Early Success, and LeapPad during the school day. | Teacher | 08/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Administer a grade level district assessment based on the grade level timeline and current benchmarks according to the Continuous Improvement Model (CIM). | Teacher | 08/20/2007 | 03/01/2008 | Continuous Improvement Model | 0 |
| Implement the Comprehensive Research-Based Reading Plan (CRRP) using the Houghton-Mifflin series. | Teacher, Reading Leader | 08/20/2007 | 05/30/2008 | District-wide Literacy Plan | 0 |
| Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions. | Administrator | 9/17/2007 | 4/1/2008 | Continuous Improvement Model | 0 |
| Identify students on PMP and provide documented interventions as planned to increase achievement in Reading. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | District-wide Literacy Plan | 0 |
| Execute systematic instruction for achieving Sunshine State Standards in similarities/differences, compare/contrast, and increasing the use of supporting details in the area of Performance Task items. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

The research-based core reading programs used at Coral Reef Elementary are Houghton-Mifflin, Riverdeep, Voyager, Soar to Success, and Early Reading Success.

Professional Development

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

Evaluation

The objective will be evaluated based on the results of the 2008 Reading FCAT Test, the District Interim Assessments, and DIBELS.

Mathematics Goal

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

Florida Education Priorities

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Mathematics Statement

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

Needs Assessment

An analysis of the data revealed that 84 percent of students in grades three through five are at or above grade level in Mathematics and 69 percent made annual learning gains. However, 31 percent are performing below grade level and 24 percent did not make annual learning gains. Students showed strength in the area of "Measurement". The data revealed that the content clusters were similar, but the greatest weakness was in the area of "Performance Task" items. Further analysis of the data reveals that there were 19 Level 1 and 2 students in third grade, 22 in fourth grade, and 42 in fifth grade. Yearly FCAT data since 2004 reveals that an average of 83.75 percent of students in grades three through five scored at or above grade level. This four year data had a range of six percentage points. Further analysis of the four year data reveals an average of 73 percent of students making learning gains in Mathematics. This trend had a range of eight percentage points. All subgroups satisfied the 2006-2007 No Child Left Behind criteria, thus meeting adequate yearly progress in Mathematics.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades three through five will increase their mathematics skills as evidenced by 86 percent of all students scoring at or above level 3, as documented by the 2008 FCAT Mathematics Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|------------------------|------------|------------|-----------------------------------|--------|
| Sponsor school-wide Math Superstars program to encourage mathematics practice at school and at home. | Administrator | 09/14/2007 | 05/15/2008 | Academic Enrichment Opportunities | 0 |
| Provide parents with a workshop on curriculum, FCAT instructional strategies used by teachers, and parent support strategies. | Teacher, Administrator | 09/06/2007 | 05/06/2008 | Exchange Meaningful Information | 0 |
| Provide opportunities to attend professional development activities, such as CRISS, Eisenhower Mathematics Training, Riverdeep Technology Training, Assess2Learn, Data Analysis, and Sharing of Best Practices. | Administrator | 08/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Administer a grade level district assessment based on the grade level timeline and current benchmarks according to the CIM. | Teacher | 08/20/2007 | 03/01/2008 | Continuous Improvement Model | 0 |
| Continue to provide opportunities for additional mathematics support to Level 1 and 2 students through small group tutoring, while implementing the CIM. | Teacher, Administrator | 08/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Develop grade level timelines that include the identification of skills to be taught. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Seamless PreK-12 Curriculum | 0 |
| Implement the CIM to monitor student achievement and the instructional program on an on-going basis. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions. | Administrator | 9/17/2007 | 4/1/2008 | Continuous Improvement Model | 0 |
| Execute systematic instruction for achieving Sunshine State Standards in similarities/differences, compare/contrast, and increasing the use of supporting details in the area of Performance Task items. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

The research-based mathematics programs used at Coral Reef Elementary are Harcourt Math, Riverdeep, and FCAT Explorer.

Professional Development

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

Evaluation

The objective will be evaluated based on the results of the 2008 FCAT Mathematics Test, the District Interim Assessment and other formative tests.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

An analysis of the data revealed that ninety-three percent of students scored at or above 3.5 on the Expository and Narrative on the 2007 FCAT Writing+ Test. Yearly FCAT data since 2004 revealed that an average of 95 percent of students in grade four scored at or above grade level with an approximate mean score point average of 4.17. This four year data showed a range of four percentage points. All subgroups in fourth grade met the writing criteria for proficiency on the No Child Left Behind Act.

NCLB Subgroup Target

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by ninety-three percent of students scoring at or above 3.5, as documented by the 2008 FCAT Writing Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|------------------------|------------|------------|---------------------------------|--------|
| Provide access and information to parents regarding writing technology resources available to students through a curriculum resource fair. | Teacher, Administrator | 09/05/2007 | 09/05/2007 | Exchange Meaningful Information | 0 |
| Develop grade level timelines that include the identification of skills to be taught, while implementing the CIM. | Teacher, Administrator | 08/20/2007 | 02/01/2008 | Seamless PreK-12 Curriculum | 0 |
| Continue participation in the District's Writing Across the Curriculum Program including a pre and post-test for grades 1 through 5. | Teacher | 08/20/2007 | 05/15/2008 | District-wide Literacy Plan | 0 |
| Administer a grade level quarterly writing prompt while implementing the CIM. | Teacher, Administrator | 08/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Provide opportunities to attend professional development activities, such as CRISS, Data Analysis, and Sharing of Best Practices. | Administrator | 08/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

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

Professional Development

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

Evaluation

The objective will be evaluated based on the results of the 2008 FCAT Writing+ Test, quarterly writing prompts and Pre and Post District Tests.

Science Goal

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

Florida Education Priorities

| | | | | | |
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Miami-Dade County Public Schools

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

Science Statement

All Coral Reef Elementary students will increase their achievement and acquire the knowledge, skills, and competencies needed to master State Standards in the area of science.

Needs Assessment

An analysis of the data revealed that 61 percent of fifth grade students scored 3 or above, while 39 percent did not. Students' average score showed above 60 percent in the areas of "Physical/Chemical" "Earth/Space" and "Life/Environment", however students need additional instructional support in the area of "Scientific Thinking". Further analysis of the data reveals that 57 fifth grade students scored a Level 1 and 2 on the 2007 FCAT Science Test. Longitudinal data for this assessment was unavailable.

Measurable Objective

Given instruction using the Sunshine State Standards, fifth grade students will increase their science skills as evidenced by 74 percent of students scoring at or above Level 3, as documented by the 2008 FCAT Science Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|------------------------|------------|------------|---------------------------------|--------|
| Continue to increase project-based learning across the curriculum with a focus on higher order thinking skills, while implementing the CIM. | Teacher | 08/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Provide information to parents regarding science technology resources available to students through a curriculum resource fair. | Teacher, Administrator | 09/05/2007 | 09/05/2007 | Exchange Meaningful Information | 0 |
| Administer a grade level district assessment based on grade level timeline and current benchmarks while implementing the CIM. | Teacher | 08/20/2007 | 03/01/2008 | Continuous Improvement Model | 0 |
| Utilize district developed grade level timelines that include the identification of skills to be taught, while implementing ongoing scientific method benchmarks. | Teacher, Administrator | 08/20/2007 | 03/01/2008 | Seamless PreK-12 Curriculum | 0 |
| Provide opportunities to attend professional development activities, such as Eisenhower Science Training, Sharing of Best Practices and CRISS. | Administrator | 08/20/2007 | 05/15/08 | Continuous Improvement Model | 0 |
| Implement the CIM to monitor student achievement and the instructional program on an on-going basis. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions. | Administrator | 9/19/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Execute systematic instruction for achieving Sunshine State Standards in similarities/differences, compare/contrast, and increasing the use of supporting details in the area of Performance Task items. | Administrator, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

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

Professional Development

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

Evaluation

The objective will be evaluated based on the results of the 2008 FCAT Science Assessment, formative tests, and Edusoft-Zone.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Data reveals that, although our school has a supportive PTA and volunteer community, school wide PTA meeting attendance does not appear to be representative of overall parent involvement.

Measurable Objective

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2007-2008 school year as compared with the 2006-2007 school year and documented by parent attendance sheets.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|------------------------|------------|------------|---------------------------------|--------|
| Provide an in-school resource center for parents, such as a PTA resource room. | Administrator | 08/20/2007 | 05/15/2008 | Exchange Meaningful Information | 0 |
| Showcase students' achievements at times when families can participate. | Teacher, Administrator | 09/20/2007 | 05/15/2008 | Exchange Meaningful Information | 0 |
| Provide information to parents and community through PTA sponsored newsletter. | Administrator | 08/20/2007 | 05/15/2008 | Exchange Meaningful Information | 0 |
| Provide a "Meet and Greet" the principal on the first day of school. | Administrator | 08/20/2007 | 08/20/2007 | Exchange Meaningful Information | 0 |
| Conduct parent meetings and conferences at times that accommodate family schedules. | Teacher, Administrator | 09/01/2007 | 05/30/2008 | Exchange Meaningful Information | 0 |
| Encourage families to visit the school for PTA, committee, and after school meetings. | Teacher, Administrator | 08/20/2007 | 05/15/2008 | Exchange Meaningful Information | 0 |
| Utilize Connect Ed service to notify parents of upcoming school events. | Administrator | 08/20/2007 | 05/15/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

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

Professional Development

The professional development opportunity offered to the staff at Coral Reef Elementary are staff seminars on Effective Communication Skills and Encouraging/Increasing Parental Involvement.

Evaluation

This objective will be evaluated by comparing attendance records from PTA meetings during the 2006-2007 school year with parent attendance records for the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Coral Reef Elementary students will decrease daily tardiness in order to produce an environment conducive to student learning and achievement.

Needs Assessment

Data from the school attendance logs revealed an increase in student tardiness. Teachers reported that tardiness directly impacts the instructional program that begins promptly at 8:20 a.m. This was especially emphasized in the intermediate grades where classes are departmentalized and late arriving students may miss entire class periods.

Measurable Objective

Given emphasis on a safe and orderly environment, student tardies will decrease by three percentage points during the 2007-2008 school year as compared to 2006-2007.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|------------|----------------------------------|--------|
| Continue to support positive behavior through the FEA club. | FEA Sponsor | 09/19/2007 | 05/30/2008 | Safe and High-quality Facilities | 0 |
| Continue to support adherence to school safety and discipline through the Safety Patrol Club. | Safety Patrol Sponsor | 09/19/2007 | 05/30/2008 | Safe and High-quality Facilities | 0 |
| Continue to implement the "Do the Right Thing" Program. | School Guidance Counselor | 09/19/2007 | 05/15/2008 | Safe and High-quality Facilities | 0 |
| Continue to adhere to the M-DCPS Code for attendance and tardiness guidelines. | Administrator, teacher, school guidance counselor | 08/20/2007 | 05/30/2008 | Safe and High-quality Facilities | 0 |
| Continue to support daily attendance and decreased tardiness through the "Bicycle Attendance and Tardy Raffle". | Administrator, Counselor | 8/20/2007 | 5/30/2008 | Safe and High-quality Facilities | 0 |
| Utilize ConnectEd to notify parents of absences or tardiness on a daily basis. | Administrator | 8/20/2007 | 5/30/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

The research based program is the United States No Child Left Behind program.

Professional Development

The professional development opportunities offered to the staff at Coral Reef Elementary will provide faculty and staff with strategies that discourage student tardiness.

Evaluation

The objective will be evaluated based on the results of the 2008-2008 district attendance report.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

Coral Reef Elementary has approximately 110 computers. Although 95 percent of the computers are modern enough to meet technology needs, there are five percent that are considered obsolete. The average number of computer stations in the classroom is two computers, which does not provide sufficient access to technology. Teachers and students use the 16 computers in the media center to provide students with additional access to technology, however this is inconsistent throughout the grade levels. Due to the increased number of classrooms in our school this year, the media center schedule cannot accommodate weekly instructional sessions. However, an alternating "A" and "B" week schedule may be used with a maximum of two visits per week for grades two through five. Kindergarten and first grade classroom teachers do not have a scheduled media center session schedule, however classroom teachers feel that keyboard skills may be addressed on the classroom computers available. Increased student technology usage will promote student achievement and provide opportunities to motivate students. In addition, teachers have expressed the need to participate in further training on the teacher portal and electronic grade book.

Measurable Objective

Given an emphasis on the use of educational technology, teachers will ensure that students in grades Kindergarten through grade five have at least four opportunities per month to interact with technology during the 2007-2008 school year as documented by media center sign-in logs and classroom computer schedules.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|------------|---------------------------------|--------|
| Utilize Riverdeep and Accelerated Reader to enhance student learning in Reading and Mathematics. | Administrator, Media Specialist, Teacher | 9/10/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Provide opportunities for students in grades 2-5 to produce a minimum of two assignments using technology. | Teacher, Media Specialist | 8/20/2007 | 05/15/2008 | Continuous Improvement Model | 0 |
| Create a technology committee in order to provide professional opportunities for teachers to share best practices associated with the integration of technology into the curriculum. | Administrator, Technology Committee | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Provide students and parents with the necessary passwords and information needed to access district provided programs for use at home. | Administrator, Media Specialist, Teachers | 9/17/2007 | 04/15/2008 | Exchange Meaningful Information | 0 |
| Provide training opportunities to staff on the use of the district portal and grade book. | Administrator | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Implement a computer lab schedule as well as a classroom schedule to ensure student access to technology. | Media Specialist, Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |
| Provide opportunities for students in Kindergarten and first grade to acquire keyboard skills. | Teacher | 8/20/2007 | 5/30/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Coral Reef Elementary will use the following research-based programs: Riverdeep, Accelerated Reader, and STAR.

Professional Development

Coral Reef Elementary will provide professional development opportunities in the implementation and use of: Riverdeep, STAR, Accelerated Reader, the district student and teacher portal, and the electronic grade book.

Evaluation

A greater use of technology will be evidenced by an increase in the number of classroom visits to the media center through media center sign in logs and by teacher classroom logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

An analysis of fitness scores for the 2006-2007 school year revealed that 88 percent of students in grades 4 and 5 achieved minimum competency in 80 percent of skills required on the FITNESSGRAM Assessment receiving Gold/Silver awards. Twelve percent did not demonstrate competency on at least four out of five skills on this assessment. Upon further review of the data, physical education teachers determined that the area in which students struggled the most was on the one mile running test. Only 55 percent of students in grades four and five achieved competency on this skill.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 58 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|----------------------------|------------|------------|------------------------------|--------|
| Promote positive sportsmanship. | Physical Education Teacher | 8/20/2007 | 05/30/2008 | Student Wellness | 0 |
| Continue the use of the Sunshine State Standards for Physical and Health Education. | Physical Education Teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Continue to facilitate the understanding of healthy lifestyle issues. | Physical Education Teacher | 8/20/2007 | 05/30/2008 | Student Wellness | 0 |
| Administer a bi-monthly fitness skills assessment. | Physical Education Teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Ensure appropriate instructional time for activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. | Physical Education Teacher | 8/20/2007 | 05/30/2008 | Student Wellness | 0 |

Research-Based Programs

Coral Reef Elementary uses the FITNESSGRAM fitness program.

Professional Development

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

Evaluation

The objective will be evaluated based on the one mile running test results from the 2008 FITNESSGRAM fitness assessment.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

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

Needs Assessment

Based on analysis of 2007 FCAT assessment data and grade level/special area teacher articulation discussions, there is a need for additional instructional support in the areas of reading, writing, mathematics, and science. Specific benchmarks that could be expanded through connections with special areas were identified through data on the FCAT Reading, Writing, Mathematics, and Science Assessments. In the areas of reading, mathematics, and science the identified benchmarks were in the area of "Performance Task" Items. Writing connections included vocabulary building, grammar, and expanding sentences on "Performance Task" Items. Mathematics allows for special attention in the areas of "Number Sense", "Algebraic Thinking", and "Data Analysis" in art and music.

Measurable Objective

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

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---------------------|------------|------------|------------------------------|--------|
| Utilize art instruction to expand the Number Sense and Algebraic Thinking strands with patterning activities. | Art teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Utilize music sight-reading to promote general comprehension skills in reading. | Music teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Utilize Spanish S instruction to reinforce writing and grammar skills. | Spanish S teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Utilize Spanish SL instruction to increase vocabulary skills and knowledge of context clues. | Spanish SL teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |
| Utilize music instruction to expand the Number Sense strand through values and patterning of musical notes. | Music teacher | 8/20/2007 | 05/30/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

The research-based core reading and writing programs at Coral Reef Elementary are Houghton-Mifflin, Riverdeep, Voyager, Soar to Success, and Early Reading Success. The research-based programs in mathematics are Harcourt Math, Riverdeep, and FCAT Explorer and Scott Foresman-Addison Wesley Science Series in science.

Professional Development

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

Evaluation

The objective will be evaluated based on the results of the 2008 FCAT Reading, Writing, Mathematics, and Science Assessments.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Coral Reef Elementary School will rank at or above the 89th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Coral Reef Elementary, ranked at the 88th percentile on the State of Florida ROI index. This reflected a four percent increase from the 2003-2004 report. The school is ranked in the upper third of all elementary schools in the state in the Return on Investment measure, the middle third in the state on percent of students making learning gains and on money spent per student.

Measurable Objective

Coral Reef Elementary will improve its ranking on the State of Florida ROI index publication from the 88th percentile in 2004-2005 to the 89th percentile on the next publication of the index.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|------------------------|------------|------------|-----------------------|--------|
| Become more informed about the use of financial resources in relation to school programs. | Administrator | 08/14/2006 | 05/30/2007 | Other/ Not Applicable | 0 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks. | Administrator | 08/14/2006 | 05/30/2007 | Other/ Not Applicable | 0 |
| Consider shared use of facilities with PTA. | Administrator | 08/14/2006 | 05/30/2007 | Other/ Not Applicable | 0 |
| Continue to provide additional instructional support for 4th and 5th grade Level 1 and 2 students in reading and mathematics. | Administrator, Teacher | 08/14/2006 | 05/30/2007 | Other/ Not Applicable | 0 |
| Collaborate with the District on resource allocation. | Administrator | 08/14/2006 | 05/30/2006 | Other/ Not Applicable | 0 |

Research-Based Programs

Florida Department of Education Return on Investment Report

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, Coral Reef Elementary will show progress toward reaching the 89th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that the principal meet, review and discuss the school budget.

Training:

The EESAC recommends that additional staff development is not necessary.

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 0 |
| Mathematics | 0 |
| Writing | 0 |
| Science | 0 |
| Parental Involvement | 0 |
| Discipline & Safety | 0 |
| Technology | 0 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 0 |
| Return On Investment | 0 |
| Total | 0 |



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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